DOCUMENT RESUME

ED 377 359 CE 067 798

AUTHOR	Lyons, Sara
TITLE	An Assessment Guide for Adult Basic Education Programs in Victoria. Incorporating the Certificates of General Education for Adults.
INSTITUTION	Adult, Community, and Further Education Board, Melbourne (Australia).
REPORT NO	ISBN-0-7306-50103
PUB DATE	94
NOTE	222p.
AVAILABLE FROM	Adult Basic Education Resource and Information Service, National Languages and Literacy Institute of Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia ($36 Australian plus postage).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Literacy; Criterion Referenced Tests; Curriculum Based Assessment; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Language Proficiency; *Literacy Education; Records (Forms); Second Language Learning; Student Certification; *Student Evaluation; *Student Placement
IDENTIFIERS	*Australia (Victoria); *Certificates of General Educ Adults (Australia)

ABSTRACT

This guide, which is intended for adult basic education (ABE) practitioners in Victoria, Australia, details policies and procedures regarding the conduct of placement assessments of students entering or enrolled in ABE programs. The guide's aims are summarized in the introduction. Discussed in part 1 are the following topics: the content/purposes of the Certificates of General Education for Adults; the principles of competency-based assessment and its relationship to the Certificates of General Education for Adults; moderation; and considerations in creating an assessment policy for an ABE center. Part 2, which focuses on the actual placement interview, includes the following: steps in conducting placement interviews; ethical and practical guidelines; suggested questions; guidelines for selecting and producing assessment materials/tools; recommendations and forms for conducting writing, math, and oracy assessments and recording placement interview results; and sample assessment materials. Parts 3 and 4 outline procedures and policies for conducting on-course (in-course) and exit assessments, respectively. Appended are the following: Victoria's 1992 Interim Literacy Course Matrix; the Australian Second Language Proficiency Rating Scale; and a list of Victoria's regional councils of adult, community, and further education. (MN)

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ED 377 359

An Assessment Guide for Adult Basic Education Programs in Victoria

Incorporating the Certificates of General Education for Adults

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Adult Education in
the Community

The Adult, Community and Further Education Board
Victoria

CE067798

An Assessment Guide for Adult Basic Education Programs in Victoria

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Publisher The Adult, Community and Further Education Board, Victoria, 1994

This Assessment Guide was produced with funding from the Adult, Community and Further Education Board, Victoria.

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ISBN 0 7306 50103

INTRODUCTION

Aims of this Guide

This guide is for Adult Basic Education practitioners in Victoria. It aims to document good practice in placement assessment for potential students, and good practice in on-course assessments and exit assessments for students already enrolled in Adult Basic Education programs.

This guide updates the *Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria* written by Margaret Purdey and produced by the Adult Community and Further Education Board in 1992.

In 1992, a key issue facing Adult Basic Education practitioners was the need to provide placement assessment reports for Commonwealth Employment Service (CES) clients who were referred by that agency. In 1994, CES placement assessments are carried out by assessors in programs contracted by the CES. Therefore, the need to address assessment requirements in the context of referrals from the CES is no longer a priority for all practising Adult Basic Education teachers.

The main purpose of this guide is to document current good practice in competency-based assessment in relation to the Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework (VAELLNAF). This guide has practical suggestions for conducting placement interviews, and on-course and exit assessments. Although the guide's main aim is to address requirements of the Victorian Certificates of General Education for Adults, teachers working in a variety of Adult Basic Education programs will find it useful.

The importance of reliable student assessment at every stage - placement, on-course and exit, as well as recognition of prior learning - cannot be underestimated. Students need to be fairly and reliably credited with their achievements within the Certificates of General Education for Adults, and guided to appropriate learning and training pathways. Sound assessment is essential in facilitating the transfer of credit and in facilitating articulation from Adult Basic Education courses to other educational or training programs.

The guide provides policies and procedures for placement assessments. While some examples of assessment tasks are included to illustrate assessment processes, the aim is not to provide comprehensive assessment tasks. Assessment tasks devised by individual centres - with their own particular clientele in mind - will be much more useful than prescriptive tools. Placement assessment tasks must be produced and/or adapted to meet the needs of specific groups - the hearing-impaired, the mildly intellectually-disabled, unemployed youth, and so on.

When dealing with on-course assessment, the guide outlines the requirements of the competencies in three of the four possible types of modules - Reading and Writing, Numerical and Mathematical Concepts, and Oral Communications - at all four levels. The guide gives some examples of reading, writing, numeracy and oracy assessment tasks to illustrate the different levels as described in the Certificates of General Education for Adults.

High quality on-course assessment is a process which benefits students and is one in which they should be active participants. Students must clearly understand the requirements of the assessment tasks within each module of the Certificates. With this knowledge and with regular feedback from their teachers, students will be able to monitor their own progress, and thus gain maximum value from their learning opportunities. A key aim of the section dealing with on-course assessment is to suggest record-keeping systems which will assist the process of moderation.

In the development of valid, reliable, fair and flexible assessment methods, soundly-based moderation by Adult Basic Education practitioners on a regional basis will play a key role. This role will include the comparison of tasks set for assessment and moderation of students' work. As a result of moderation processes carried out across Victoria, competencies at each level will come to be more sharply defined.

When dealing with exit assessments, this guide addresses the need to document the progress of those students who leave, or transfer to another program. Students who have successfully completed a module will receive a Statement of Attainment for that module.

Because this is a guide for Adult Basic Education practitioners and would-be practitioners, most sections are written in an outline format. A number of forms are included to assist with record-keeping. It is hoped that the format of the guide will prove useful in staff development programs for both newcomers to the Adult Basic Education field and for established practitioners.

In this guide, Adult Basic Education practitioners are referred to as teachers. This term is used in a general sense and embraces teachers, tutors and trainers.

The guide will need to be updated on a regular basis to reflect evolving issues in the Adult Basic Education field. This process will need extensive consultation with practising Adult Basic Education teachers throughout Victoria. The expertise and experience of these teachers are invaluable resources in deciding how best to address emerging issues.

It is hoped that this guide will prove a useful resource for all Adult Basic Education teachers in Victoria using the Certificates of General Education for Adults.

ACKNOWLEDGEMENTS

Many people have contributed to the development of this guide, particularly Adult Basic Education students at Holmesglen College of TAFE, and Adult Basic Education teachers at numerous centres throughout Victoria. I thank both students and teachers for their valuable contributions.

Much of the material in the guide was developed for a series of workshops designed to help teachers develop their skills as assessors. These workshops were conducted for the Eastern Metropolitan Regional Council of Adult, Community and Further Education (ACFE) during 1992 and 1993. The feedback from workshop participants was very much appreciated.

Julie McQueen of the Adult, Community and Further Education Division, provided valuable guidance throughout the project, including in her role as a member of the reference group. Other members of the reference group were Karen Berkley (Certificates of General Education for Adults Professional Development Project Officer), Anne Deschepper (Certificates of General Education for Adults Recognition of Prior Learning and Cross-Crediting Project Officer), Daryl Evans (Western Metropolitan TAFE), Robyn Kenrick (Northern Metropolitan TAFE), Beth Marr (Certificates of General Education for Adults Numeracy and Basic Maths Professional Development Project Officer), Margaret Purdey (Certificates of General Education for Adults Moderation Project Officer), Rosemary Rainer (Holmesglen College of TAFE), and Jan Simmons (from Morrison House, Mt. Evelyn, representing the Association of Neighbourhood Houses and Learning Centres). The reference group generously gave their time, ideas and advice.

I would like to thank Pam O'Neil, who in her role as Manager of Program Support for the Adult, Community and Further Education Division of the Office of Training and Further Education, took a keen interest in the project and offered suggestions as to both the content and the format. Also thanks to Christine Marrett, from the staff of the Adult Community and Further Education Division, who negotiated the copyright access for pieces suggested for use in the placement interview.

I would like to thank Rosemary Rainer and David Endean of Holmesglen College of TAFE for their administration of the project and their interest in it, and my other colleagues at Holmesglen for their support throughout the project.

It is hoped that this guide will facilitate the introduction of the Certificates of General Education for Adults and help promote a most worthwhile sector of education.

Sara Lyons
30 June 1994

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PART ONE

ASSESSMENT INFORMATION

1. BACKGROUND INFORMATION ON THE CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

In Adult Basic Education provision in Victoria, the curriculum is divided into four levels of difficulty. Students at Level One are at the lowest level and students at Level Four are at the highest level.

Each Level is divided into four streams – Reading and Writing, Numerical and Mathematical Concepts, Oral Communications and General Curriculum Options. Each level of each stream is called a module. There is a total of sixteen different modules, four at each level. Each module has a competency. When a student demonstrates that competency, he/she is awarded a Statement of Attainment for that particular module.

There are two Certificates of General Education for Adults (CGE for Adults).

The Certificate of CGE for Adults (Foundation) is granted after a student is competent in all four streams at Level Two.

Once a student has been awarded a CGE for Adults (Foundation), he/she may specialise in one or more particular streams at Levels Three and Four. For example, if a student successfully completed Level Four in Numerical and Mathematical Concepts, the student would be granted a CGE for Adults (Numerical and Mathematical Concepts). If another student successfully completed the Reading and Writing Modules at Level Four, plus the Oral Communications Module at Level Four, that student would be granted the CGE for Adults (Reading and Writing, Oral Communications). If a student achieved competence in all four streams at Level Four, then he/she would be awarded a CGE for Adults (Reading and Writing, Oral Communications, Numerical and Mathematical Concepts and General Curriculum Options).

If a student enters CGE for Adults at Level Three (but has not been awarded a Foundation CGE for Adults) and goes on to successfully complete all eight modules at Levels Three and Four and is awarded the corresponding Statements of Attainment, then he/she is awarded the CGE for Adults (Reading and Writing, Oral Communications, Numerical and Mathematical Concepts and General Curriculum Options).

If a student enters Adult Education at Level Three or Four, and only completes some of the eight possible modules at Levels Three and Four, he/she will be awarded Statements of Attainment for all successfully completed modules – but not a CGE for Adults.

Students may apply for Recognition of Prior Learning (RPL) for modules and if successful, they may obtain Statements of Attainment in that way. (See page 5.)

Outline of the CGE for Adults

4 different Levels x 4 different Streams = 16 different Modules, each with a statement of attainment

CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

	Reading/Writing	**Oracy**	**Numerical and Mathematical Concepts**	**General Curriculum Options**
Level 4	▨			
Level 3	▨			
Level 2	■	■	■	■
Level 1	■	■	■	■

▨ Certificate of General Education for Adults (Reading and Writing)

2. WHAT IS COMPETENCY-BASED ASSESSMENT?

A competency describes what a person is able to do as a result of a successful learning experience. Competency-based assessment is the process of deciding whether a person has achieved a particular competency (or competencies).

The competency requirement for each module is broken down into elements. Each element has performance criteria. Elements must be assessed through assessment tasks.

For example, in the Certificates of General Education for Adults, the competency needed for a student to achieve a Reading and Writing module - at any one of the four Levels - contains eight elements:

- reading for Self-Expression,
- reading for Practical Purposes,
- reading for Knowledge,
- reading for Public Debate,
- writing for Self-Expression,
- writing for Practical Purposes,
- writing for Knowledge, and
- writing for Public Debate.

Each element has performance criteria and an established context. This context is called the range and conditions of the element.

This type of assessment is called criterion-referenced assessment because teachers are assessing students' competence at carrying out elements against set performance criteria. A student's performance either meets the performance criteria or it does not. If the student's performance does not meet specified standards, the student continues to work at that same level until the standard is judged to have been met. Thus a student does not fail a particular competency level but continues to repeat tasks at that level until the set requirements are met.

Competency-based assessment is a two-way process between the teacher and the student. Clear communication between the teacher and the student is essential.

A very important part of competency-based assessment is the thorough explanation given by the teacher of the relevant performance criteria, so students know what they are expected to achieve and so they know what criteria they will be assessed against.

Competency-based assessment assists students. Either they have achieved a particular competency and can advance to the next level of competency, or they are informed about the gaps in their skills and they are reassessed at a later time. Competency-based assessment encourages students to reach their own potential, in their own time.

Competency-based assessment is flexible and encourages self-paced learning and self-directed learning.

Competency-based assessment does not attempt to measure excellence by awarding the best students Credits or Honours. Competency-based assessment is focussed on whether a student has met a certain standard of performance. If the student has met the standard, he/she is considered to be competent at that level and ready to move on.

There are several types of assessment used in competency-based assessment. Each type is used at different stages in assessing students' achievements. Adult Basic Education teachers need to understand the distinctions between the four types of assessment.

The four types of assessment used in Adult Basic Education Courses are **placement assessment, on-course assessment, exit assessment** and **recognition of prior learning.**

A description of the four types of assessment follows.

1. Placement assessment

Placement assessment designates the level of the course the student will be placed in, not the competency level the student demonstrates.

Placement assessment takes place during the placement interview - an initial meeting between an assessor and a potential student. Placement assessment is diagnostic assessment.

Placement assessment helps students determine their education and training needs. It also helps the assessor predict how a student will cope in various learning situations. The purpose of a placement assessment is not to comprehensively assess all the performance criteria as set out by the CGE for Adults, but to assess the crucial prerequisite skills of a particular level and recommend the best possible placement option (or options) for the individual student.

If, during a placement interview, a student demonstrates that Level One competency in the Reading and Writing Module has already been achieved, he/she is given a placement assessment of Level Two and is recommended to begin a Level Two class. Within one level, there can be quite a wide range of skills, so it is essential that a clear description of a potential student's skills are included in the placement assessment.

The following situations illustrate the range of skills within Level Two Maths and thus the need for a description to accompany the Placement Level:

Maths - Placement Level Two - a student already meets the performance criteria at Level One and is beginning to meet the performance criteria at Level Two.

Maths - Placement Level Two - a student's skills easily meet the performance criteria at Level One, but do not yet fully meet the performance criteria at Level Two; and the Level Two skills and knowledge demonstrated cannot reliably be applied to other situations.

The Interim Literacy Course Matrix (ILCM) is a nationally agreed upon reporting framework used when placing CES clients into Adult Basic Education courses. The four levels of the ILCM correspond to the the four levels of the CGE for Adults. The ILCM records placement assessments, i.e. if a client is assessed at exit Level One, his/her ILCM will be Level Two. See Appendix 1 for an explanation of the ILCM.

2. On-course assessment

On-course assessment is formative assessment.

In on-course assessment, the assessor advises the student on:

- the outcomes of his/her performance in assessment tasks as defined by the relevant performance criteria, and
- his/her progress towards achieving a particular competency, and possible directions for future course work.

On-course assessment is continuous assessment. Assessment tasks are chosen from the normal learning activities that occur in Adult Basic Education classes. The selection of activities as assessment tasks is generally done through negotiation between the teacher and the student. Once chosen, assessment tasks must be systematically administered, compared to a standard, and recorded.

Methods for carrying out on-course assessment are discussed in Part One:3.

3. Exit assessment

Exit assessment is summative assessment.

In exit assessment, the assessor reports on whether a student has achieved a competency for the purpose of formal recognition, e.g. granting of a Statement of Attainment or one of the Certificates of General Education for Adults. Exit assessment occurs when a student achieves the competency of a module or leaves a course.

If a competency defined in a module is achieved, the student will be awarded a Statement of Attainment showing the relevant level and module. For example, if a student demonstrates competency at Level Two in the Reading and Writing Module, his/her exit level is Level Two and that student will receive a Statement of Attainment for Level Two in Reading and Writing. If the student wishes to proceed, he/she will be placed in a Level Three class.

If a student leaves a program without achieving competency in a particular module at a particular level, he/she should be given an exit report describing the progress made towards competency in that particular module, at that particular level.

4. Recognition of Prior Learning

Recognition of prior learning (RPL) assesses if a student has achieved a competency - no matter how, where, or when it has been acquired. Recognition of achievement of a competency through RPL is so a student may gain entry into recognised courses, or if a student is enrolled in a recognised course, so the student can gain credit for a particular module of that course, e.g. credit for a particular module of the CGE for Adults.

It is expected that Recognition of Prior Learning Guidelines for adults studying for the Certificates of General Education for Adults will be released by the Adult, Community and Further Education Board late in 1994.

3. PRINCIPLES OF COMPETENCY-BASED ASSESSMENT APPLYING TO THE CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

For Adult Basic Education students, it is important to note that assessment plays a low-key role. Teachers should slowly introduce the requirements of each competency and the accompanying record-keeping procedures so that the focus remains on students' learning activities.

Key Principles of Assessment

Certain key principles apply to all assessment methods - whether placement assessment, on-going assessment, exit assessment or the recognition of prior learning. In summary, all assessment methods should be valid, reliable, fair and flexible.

Assessments are valid when they assess what they claim to assess.

For assessments to be valid, the following criteria should be met:

- Evidence collected or assessment tasks completed demonstrate that the relevant performance criteria have been met.

  Each element has specific observable performance criteria. The performance criteria specify what the learner is expected to demonstrate. The range and conditions specified for each competency define the conditions in which the assessing will take place and often determine the difficulty of a task.

- Each element of a competency is assessed and that assessment is recorded.

  An assessment task set for an element is designed to measure a student's performance and to identify his/her achievement in relation to all the performance criteria for that particular element. One assessment task will often incorporate more than one element. (For example: "Read this article, state the main point of view presented by the author and list the evidence offered to justify this point of view. Then write a Letter to the Editor. In it express your opinion on the topic, provide at least two reasons to back it up and sum up your case". This is a task to cover two separate elements in the Level Three Reading and Writing Module - Reading and Writing for Public Debate.

  Even though assessment tasks may cover more than one element, a student's performance in each separate element needs to be assessed by the teacher and recorded. All performance criteria of each element should be successfully demonstrated by the student before a statement of attainment can be granted for a particular module (except for the modules within the General Curriculum Options where only three elements need to be covered).

  Checklists of specific performance criteria do not provide an adequate basis for assessing the application of particular skills, but are valuable when used by the teacher to explain the characteristics necessary in a student's work.

- Assessment tasks require the practical application of skills and knowledge. When appropriate, they will also include the ability to transfer these skills and knowledge to other situations in order to solve problems.
- Evidence of a student's performance is usually gathered on numerous occasions and in a variety of contexts.

Assessments are reliable when the standards of performance expected at a particular level are applied consistently from one student to another student.

Assessments are fair if they do not disadvantage particular students.

For an assessment to be fair, the following criteria should be met.

- Assessment should not unfairly disadvantage students on the grounds of age, race, sex, disability, employment status, or social background.
- Students should clearly understand what is expected from the assessment tasks and by what criteria they will be judged. Teachers should explain the performance criteria of the individual elements to be assessed.
- The assessment tasks should be agreed upon by both teachers and students.
- Teachers should provide feedback to students. Teachers should discuss progress towards a competency, encourage students, and help them explore ways of overcoming any gaps in their progress towards a competency.
- Students should be given the opportunity to challenge assessments and in such circumstances, reassessment by another assessor should be considered.

Assessment must be sufficiently flexible to be able to meet a range of teaching modes and the needs of individual students.

Assessment methods should have the following characteristics if they are to be sufficiently flexible:

- Assessment procedures should be able to provide for the recognition of prior learning (RPL).
- Students should be given the opportunity and the training to be able to manage their own learning, and to gain competencies within flexible time-lines.

Having considered the four key principles of assessment - validity, reliability, fairness and flexibility - we now turn to considering different methods for evaluating students' on-course progress.

Methods for Carrying Out On-course Assessment

For assessing students' on-course progress, the following should be taken into account:

- Teachers' observations
- Folios of students' written work to show different styles of writing
- Students' reading journals or folios of written responses to material read

- Oral work - conversations, role plays, demonstrations, presentations, discussions, and debates, plus the records kept of these activities
- Folios of students' problem-solving sheets for maths
- Projects - individual or group

Students' self-assessment should be encouraged, not as an assessment task, but so students can monitor their own progress towards competencies and as a focus for teacher-student discussion.

Record-Keeping for On-course Assessment

A record must be kept of all assessment tasks completed by students. The students' completed work should normally be kept in folios until that particular module has been successfully completed. Once Statements of Attainment have been granted, folios can be returned to students.

Records of all Statements of Attainment and Certificates granted must be kept by the provider for at least ten years.

4. MODERATION

What is moderation?

Moderation is the term used to describe a range of activities designed to ensure that the key principles of assessment - validity, reliability, fairness and flexibility - are adhered to in the assessment process.

It ensures that the interpretation of standards by teachers/assessors is consistent regardless of who carries out the assessment or where it is carried out.

What is the difference between moderation and assessment?

Assessment is the process by which we define, describe or measure the learning achievement of a student. Moderation is the process by which we ensure that assessment does the job it is intended to do fairly and effectively.

What activities are involved in moderation?

Moderation involves teachers/assessors jointly in:

1. reviewing assessment *processes* to ensure that they are valid, reliable and fair, and that these processes enable students to demonstrate the learning outcomes required within the standards of the Certificates of General Education for Adults – regardless of which provider runs the course, or who teaches and assesses the course.

2. reviewing assessment *decisions* to ensure that the interpretation of the standards of the Certificates of General Education for Adults is consistent across all providers and all assessors, and that this consistent interpretation includes recognition of and agreement on an acceptable level of variation within that interpretation.

3. developing exemplars, benchmark materials and techniques for interpreting student performance in order to guide teachers/assessors in applying the standards described in the Certificates of General Education for Adults.

All Adult Basic Education teachers/assessors delivering courses leading to awards in the Certificates of General Education for Adults in Victoria will be involved in moderation sessions each semester.

What are the outcomes of moderation?

1. Moderation provides the opportunity for teachers/assessors to examine, compare, reflect upon and share practice in assessment. It helps them to review the effectiveness of their practice, to identify good practice and if necessary, to modify their procedures and techniques to provide more valid, reliable, fair and flexible assessment opportunities for their students.

2. Through moderation, teachers/assessors will come to understand and more sharply define the performance criteria of the elements in the various modules of Certificates of General Education for Adults. This process should lead to consistent assessment decisions across all providers and thus, greater fairness for students, regardless of their learning situation.

3. Moderation provides guidance on and a structure for verifying assessment decisions. It also offers a mechanism to demonstrate public accountability for outcomes.

4. By using the moderation process positively, the types of inconsistencies in standards and the frequency of these inconsistencies can be identified. This can facilitate discussion and provide a mechanism for possible modification of the Certificates in General Education for Adults.

5. Moderation can provide critical feedback on the impact of curriculum design in relation to how well students are working towards a credential. It can help teachers more effectively design curriculum to enable their students to develop the competencies required by the Certificates of General Education for Adults, within their total learning program.

5. CREATING AN ASSESSMENT POLICY FOR YOUR CENTRE

While the principles of competency-based assessment have already been outlined, it is important for each Centre to develop its own detailed assessment policy.

The following may assist in the development of a policy for your Centre.

Why have a policy?

1. Establishes standards and procedures
2. Spells out responsibilities and rights and thus protects students and staff
3. Is useful in an induction program for new staff
4. Integrates placement assessments, on-course assessments and exit assessments; also examines the role of recognition of prior learning (RPL) within the learning process
5. Gives staff an opportunity to evaluate what is most important in each of the different assessment methods
6. Establishes a basis for educational debate on assessment

What might the policy cover?

1. Aims of placement, on-course and exit assessment, and the recognition of prior learning (RPL)
2. Ethical guidelines of assessment
3. Recommended methods used in placement, on-going and exit assessments
4. Suggested assessment tasks
5. Recording methods and appropriate forms to be used
6. Professional development requirements of staff
7. Requirements of the current moderation system
8. Financial and administrative guidelines

How might it be developed?

1. Review current activities and likely future developments
2. Reflect the provider's ethical and practical guidelines (see Part Two: 2)
3. Survey participants for comments and suggestions
4. Identify key areas for discussion and resolution

5. Write assessment policy
6. Trial
7. Implement

How can it be effectively used?

1. To inform teachers' good practice
2. To inform students about assessment policies
3. To review and modify assessment practices on a regular basis

PART TWO

THE PLACEMENT INTERVIEW

1. ABOUT THE PLACEMENT INTERVIEW

Every potential client who applies for Adult Basic Education classes, or for assistance from a tutor, should have a one-to-one placement interview with a trained assessor prior to commencing a class. Assessors should have recent teaching experience with Adult Basic Education classes.

The information obtained in the placement interview is used to help the assessor decide on learning options to propose to the client. If the client is placed in a class, the information is given to the teacher of the class so he/she can take the information into account when planning curriculum. The statistical information collected is also used to assist with long-term program management.

If the assessor has been contracted by the CES to conduct interviews with specific clients, the CES supplies its own forms. If and when the CES approves courses for those clients, it passes information on to the teachers when the clients commence classes.

A placement interview typically lasts about an hour and should be conducted in an appropriate place, where confidentiality can be assured and where no interruptions can occur. It is important for the assessor to create an atmosphere where each client feels relaxed and positive about the prospect of commencing study.

A check-list for placement interviews

1. Inform the client that the information provided in the interview will be treated confidentially. However, if the client agrees, information from the placement interview will be passed on to the client's teacher in the event that a suitable placement is negotiated (also to the CES, if appropriate, and to the client, if requested).
2. Inform the client that an interview takes approximately one hour.
3. Explain clearly and simply the purpose of each part of the placement interview.
4. Give the client opportunities to ask questions so that the interview is a two-way process between assessor and client.
5. Use appropriate questioning and feedback techniques so as to elicit open responses.
6. Gather relevant information from the client, explaining that you will be taking notes and reading them back to the client to check their accuracy. (Questions are suggested in Part Two: 3).
7. Make the client aware of his/her prior learning successes, and highlight the extent and strength of skills already developed.
8. Ask the client to list current reading, writing and numeracy activities and to make a self-assessment of the skills involved.
9. Explore and help a client realistically define his/her short and long-term learning goals, including possible pathways to achieve educational and vocational aspirations.

A check-list for assessing clients at the placement interview

1. Judge the most appropriate assessment tools to use with each client, based on information from the interview. (The tools should reflect authentic language use and cover a range of text types).

2. When assessing the client's competencies, compare their skills to the standards outlined in the Certificates of General Education for Adults.

   First assess reading, writing and oracy competencies using a range of contexts (personal, practical, knowledge and public debate texts).

   Then assess the client's numeracy.

   Finally, assign a competency level from the CGE for Adults and a description for the client's reading, writing, oracy and numeracy.

3. Analyse and record the processes and strategies used by the client in carrying out the assessment tasks (prereading skills, prediction skills, skimming, scanning, critical reading, phonetic skills, alphabet skills, estimation skills, etc.)

4. Gauge if the client can identify other situations where a particular skill could be used.

A check-list for the conclusion of the placement interview

1. Gauge the client's motivation and commitment to learning (listing any possible reasons why he/she might withdraw from a class - financial, child care, etc.)

2. Project how the client would operate in a class, what his/her preferred learning style is, his/her ability to work in groups, his/her level of confidence, etc.

3. Recommend the most appropriate course of study and the most appropriate learning situation, and explain your reasons to the client.

4. Inform the clients of learning/training options at a range of venues, so the client can make an informed decision about what educational/training option he/she prefers, and discuss the most appropriate course available.

5. Outline learning activities so the client can start practising reading, writing, numeracy, and oracy skills now.

6. Introduce the client to adult learning principles. Some examples of adult learning principles which can be incorporated into classroom practice are - a curriculum based on the student's needs, on-course assessment, goal setting, reflective journals, intrinsic motivation, study techniques, learning-to-learn strategies, etc.

7. Give the client information about general course requirements including attendance, homework, participation in group work, and methods of on-course assessment.

8. Give the client your name and contact phone number, so that he/she can contact you with any questions after the placement interview.

9. Show the client the classrooms, if it is likely that the client will attend classes at that venue.

A check-list of action required after the placement interview

1. **Referral**

   Ensure appropriate action is taken to place clients within Adult Basic Education programs or to refer clients to other programs. With the clients' consent, ensure that reports of the placement interviews go to the teachers so they can plan curricula, and when appropriate, to the CES, a workplace or other referring agencies. (Clients should be asked if there is any information they do not want passed on). Clients are entitled to a copy of their placement interview report.

2. **Starting Folios**

   Use the sample of writing and the sample of maths produced in the placement assessment as a reference point for on-course and exit assessments.

3. **Record Keeping**

   Keep records on the number of clients interviewed, their levels, and the outcomes for clients - whether they are placed in programs, put on waiting lists or referred elsewhere. (Information on the outcomes for clients is needed for the long-term management of programs).

4. **Evaluation of Assessment Policy**

   Use information on the outcomes for clients when reviewing the assessment policy with the staff of Adult Basic Education Programs.

2. ETHICAL AND PRACTICAL GUIDELINES

The following points provide ethical and practical guidelines for placement interviews with potential Adult Basic Education students.

1. Access and Equal Opportunity

The placement interview process is open to women and men, regardless of race, religion, disabilities or sexual orientation. (Some programs will have specific target groups, e.g. the unemployed, women, those who are mildly intellectually-disabled, those who have lived in Australia over five years, etc.).

2. Voluntary Process

The client should voluntarily agree to the placement interview, and should be informed about the procedures involved.

3. Humanistic Approach

The placement interview should be carried out in a supportive, one-to-one situation with the assessor explaining the purpose of the questions, and the client being given ample opportunities to answer and ask questions.

The environment should be comfortable and private, and free from interruptions, including phone calls. If a client is accompanied by a family member, social worker or other support person, it is usually best to assess the client without the support person being present - and to reserve time at the end of the interview in which the support person can add helpful information. (An exception might be when the support person is a helper of a disabled client).

4. Confidentiality

Information obtained in the placement interview should not be passed on to any party without the consent of the client. Placement interview reports should be stored securely.

5. Client Access to Information Obtained in the Placement Interview

Information obtained in the placement interview should be made available to the client, if the client requests, by either giving the client a copy of the written report or by telling the client what it contains.

The purpose of the information obtained in the placement interview is to recommend the placement of the client in an educational or training course. The information should not be used for any other purpose.

6. Holistic Assessment of the Client

The placement interview should contain a report on the client's:

- levels of competency in carrying out set tasks in reading, writing, listening, speaking, and numeracy, and
- levels of confidence, independence and initiative exhibited in completing these tasks.

An assessor should also seek information on short and long-term goals, prior learning experiences, and any personal barriers to learning. Some possible examples of personal barriers are child-care arrangements, family commitments, work requirements, travel considerations, etc.

An assessor should assess a client throughout the interview, and should not reach a conclusion about the client's level or suitability until all information has been considered.

7. Expert Assistance or Referral

An assessor should recommend expert help and/or refer a client when the assessor observes conditions that he/she doesn't have the expertise to assess.

Some conditions that might warrant expert advice are: a medical condition, a psychiatric condition, severe intellectual disability, the need for in-depth career counselling, financial counselling, legal counselling, etc.

The assessor can also assist by providing the client with information about agencies who can help, e.g. career counsellors, Legal Aid advice, Citizens' Advice Bureau, etc.

8. Informed Decision-making

Each client should be informed about a range of available educational/training options, and should be given information about each option.

Some possible options in Adult Basic Education Programs are full-time, part-time, and weekend programs, evening classes, distance education, and one-to-one tutoring with volunteer tutors. A recommended placement in an Adult Basic Education program or other program should be the best option for a particular client at the particular time.

9. No Guarantee of Placement

Undertaking the placement interview does not guarantee a client placement within a program. For a variety of reasons, it may not be possible to place a client in a program in the immediate future.

10. Assessors Need to be Trained and to Have Had Recent Teaching Experience

Assessors' knowledge should include the competency levels set out in the Certificates of General Education for Adults.

11. Assessors Should be able to Produce Appropriate Assessment Tools

Assessors' experience should include designing and up-grading assessment tools. These tools should seek to integrate literacy, numeracy and oracy skills within the context of an authentic activity or theme (i.e. within the context of a realistic situation). The assessment tools should reflect typical materials used with Adult Basic Education students and should therefore familiarise the clients with the type of material used in class. Assessment tools should not reflect any cultural, gender, or religious bias which could alienate some clients.

12. Assessors should be involved in on-course training

This training should include regular moderation of the assessment procedures within the placement interviews, and should allow time for consultation with colleagues. Assessors should have up-to-date information on training and educational programs in their geographic area.

13. Recognition of Biases

Each assessor should be vigilant in recognising any biases he/she may have and the impact these may have on the client during the placement interview.

14. Record Keeping

Record keeping should be:

a. confidential (see points 4 and 5 above),
b. consistent with the requirements of the Certificates of General Education for Adults, and
c. systematic.

15. Review of Guidelines

These guidelines should be reviewed annually.

3. SUGGESTED QUESTIONS FOR PLACEMENT INTERVIEWS

This section contains suggested questions and forms for a placement interview.

The following eleven categories cover the questions an assessor may ask in a placement interview. Each of these categories has suggested questions for a potential Adult Basic Education student. The assessor will choose the appropriate questions to ask a particular client. The recording form for the interview is a listing of the same eleven categories followed by space to record the client's comments. This format is comprehensive but doesn't use a lot of paper.

The assessor records student background information which will inform a teacher of the needs, concerns, goals, past learning successes and failures, employment record, etc. of a particular client. In this confidential one-to-one interview, an assessor has a valuable opportunity to allay fears, and promote a positive learning environment. Information obtained in this manner can be very beneficial to the classroom teacher in preparing to meet individual student needs.

1. Language Background - For Non-English Speaking Background (NESB) Students

First language? Country of birth? Countries lived in?

Length of time in Australia? Age on arrival? Reason for immigration? - refugee, family reunion, economic reasons, etc.

Language usually spoken at home? in the community?

Other languages spoken? Other languages understood?

English language classes attended - overseas/Australia?

When/how did you learn to speak English? Read/write English?

Experience of reading/writing in first language, level of education in first language?

Any difficulty understanding spoken English when using the phone, on a visit to the doctor, watching T.V., listening to the radio news, in a conversation, or at work?

Any difficulty explaining yourself when ________________?

Aspects of spoken English which you want to improve?

Does this student require an ASLPR (Australian Second Language Proficiency Rating) assessment instead of a literacy assessment? (See Appendix Four.)

2. Educational History

Schools attended - type? where? how many? language of instruction?

Age when leaving school? highest year taken? number of years at school?

How did you feel about school? feel about about your achievements at school?

Did you receive any extra or special help with reading/writing/maths at school?

Absences from school ... any illnesses that interrupted your schooling?

Medications, eyesight or hearing problems that might have affected learning ability?

What were the best subjects?

What subjects were difficult?

Why did you leave?

Why do you think you had problems with reading/writing /calculating?

Have you spoken to anyone about reading/writing/speaking/maths difficulties?

Any attempts to improve skills since leaving school?

Any post-secondary study/training qualifications?

Any adult education classes - driving, lessons, carpentry, keep-fit, ante-natal, craft classes, Bible study, etc.? Did you enjoy them?

3. Employment Background

History of jobs held, length of time for each job, responsibilities (include overseas jobs)?

What were the good aspects of your jobs?

Any literacy/numeracy problems when working in any job?

Current work outside the home (if applicable)?

Describe your job

Is there anything you need to read/write/calculate at work that causes you any problems - time sheets, instructions, forms, regulations, or reports?

Have you been given any training on the job? What sort?

If not employed, are you registered with CES, and how long have you been unemployed?

4. Current Reading, Writing, and Numeracy Tasks

What day-to-day literacy and numeracy tasks do you do in English?
(e.g. reading newspapers - the local paper, the Herald Sun, The Age, reading magazines and books, writing letters, banking, shopping, driving, cooking, travelling, telling the time, etc.)

What would you like to be able to do?

What reading/writing tasks do you do in your first language?

Can you read and write the letters of the English alphabet?

Any difficulties with addition, subtraction, multiplication or division?

Can you use decimals, fractions, percentages and ratios?

What reading/writing/spelling/hand-writing/maths tasks do you avoid?

Self-assessment of reading/writing/maths skills and level of confidence?

Attitude towards reading, writing and maths?

5. Prior Learning and Experience

Things you are good at, skills you have developed?

How did you learn these skills?

Preferred learning style?

6. Learning Goals - Establishing realistic short and long-term goals

Why did you decide to improve your literacy/numeracy skills?

Why now?

Have reading/writing/maths problems ever stopped you from doing something you wanted to do?

What things would you like to learn first? Think back over the last week, what things do you wish you could have read or written better?

What would you like to do when your skills improve? (long-term goals)

What are your expectations about the style of teaching? An opportunity to introduce adult learning principles - informal, friendly, no set exams, on-going assessment, etc.

If you decide to go to a class or work with a tutor, what could interfere or stop you from attending regularly? lack of transport, distance to travel, child-care, other family members, health, job, time constraints, not feeling positive, missing a lesson, etc.

Explore ways to overcome these constraints

7. Education, Training and Employment Goals

What work would you like to do?

What training would it involve?

What other things would you like to learn?

8. Family / Home Situation

Any barriers to studying at home - space/privacy/time/child-care?

Children/partner/parents - supportive or not at this stage?

Any significant changes likely in the family circumstances in the immediate future? Have any occured in the recent past?

9. **Interests and Hobbies**

What do you do for leisure? Involved in any community activities? Belong to any clubs? Play sport? Home activities?

Do your interests involve any paper work?

Are there any particular books/magazines you would like to be able to read?

What interests would you like to develop?

10. **Special Needs or Disabilities that may Affect Learning (where appropriate)**

Current eye sight - headaches, blurred vision, difficulty in focussing when moving from far to near vision?

Hearing problems?

Speech impediments?

Any current medication that could affect learning?

Any past medical situation/illness/periods of stress that could affect learning?

Any special assistance needed?

11. **Interviewer's Reflections About the Client (Include quotes, if illuminating)**

What appears to be the motivation and commitment of the client?

What would be the best learning environment for this client?

What is the client's self-image or level of self-confidence, e.g. will the client need considerable encouragement?

Has he/she had experience as an independent learner in other contexts?

(SAMPLE)

Adult Basic Education Information Form
To be completed by Client

Date: ....

Family Name: ....

First Name: ....

Address: ....

....Post code: ....

Male or Female .... Age: .... Date of Birth: ....

Telephone: ....(home) .... (work)

Type of work: ....

employed ☐ unemployed ☐ registered with CES ☐

CES Branch ____________________ Jobseeker No. ____________________

Country of Birth: ....

First Language: .... Other languages: ....

Years in Australia: .... Age on arrival: ....

Age on leaving school: .... Highest level completed: ....

Times available to attend classes: ....

....

Transport to classes: ....

Signature: ....

(SAMPLE)

Assessor's Placement Interview Report Form for Adult Basic Education Clients

Date: ....

Client's Name: ....

Client's Address: ....

.... Post Code ....

Client's Phone: .... (H) .... (W)

Assessor's Name: ....

Client Referred by: Self .... Friend ....

Agency .... Employer ....

1. Language Background for NESB Client ....

....

....

2. Educational History ....

....

....

....

3. Employment Background ....

....

....

....

Current Employment Status

Full-Time Paid Employment .... Part-Time Paid Employment ....

Unemployed (period of time) .... Registered as unemployed? ☐ yes ☐ no

CES (Branch) .... (Officer) .... (Jobseeker no.) ....

Pension (type) .... Unpaid Work .... Retired ....

4. Current Use of Reading, Writing, Numeracy ....

....

....

5. Prior Learning and Experience ....

....

....

6. Learning Goals ....

....

....

7. Training and Employment Goals (Short and long-term) ....

....

....

8. Family / Home Situation ....

....

....

9. Interests and hobbies ....

....

....

10. Any special needs or disabilities ....

....

....

11. Interviewer's Comments ....

....

....

4. GUIDELINES FOR SELECTING ASSESSMENT MATERIALS

The following guidelines are provided to assist teachers in selecting appropriate assessment materials.

1. At the lower levels (Levels One and Two), select pieces of general interest on familiar topics which do not depend on the reader having extensive background information. Select pieces which engage the reader.

2. At higher levels (Levels Three and Four), less familiar topics and materials should be chosen.

3. The main texts chosen should have scope to cover several aspects of the four literacies as defined in the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework (VAELLNA Framework): Literacy for Self Expression, Literacy for Practical Purposes, Literacy for Knowledge and Literacy for Public Debate.

4. Avoid texts that may alienate clients by expressing extreme views on gender, ethnicity, religion, sexual orientation, etc.

5. Choose other materials that will support the text, e.g. maps of places in the text, price lists of items in the text, instructions for appliances in the text, government brochures referring to issues in the text, bills for services or items in the text, phone directories to find the phone numbers for places mentioned in the text, etc. (The next section provides some examples of materials to use in placement assessments.)

6. Include the sources of materials, dates and authors of texts, if possible.

7. Texts should be up-to-date, relevant and authentic (or if edited, should resemble an authentic text in format).

8. The format of the text (including print size, spacing, font style, etc.) should not hinder the reader in understanding the text.

9. Decide which texts you will use for each level and what kinds of responses you expect at each level. A text may be edited to begin at one level and end at the next level, thus spanning two or more levels in the one text, or the same text may be used at several levels but more sophisticated responses would be expected at the higher levels.

10. Pick a text that introduces a topic suitable for "Public Debate", as defined in the VAELLNA Frameworks, in order to give clients an opportunity to express an opinion on a public issue.

11. Choose materials and tasks that will reflect classroom practice (a holistic approach which integrates reading, writing, numeracy and oracy within a realistic context — not isolated, unrelated tasks.)

12. Put together your assessment tasks from texts used in your classroom teaching. (You will be familiar with the way clients at a particular level respond to the texts and will be aware of any editing that you may need to do.)

13. Moderate assessment tasks with your colleagues to reach consensus.

14. Be aware of the characteristics of a text that determine its level of difficulty so that you can accurately select and/or edit materials for each level.

What makes a text difficult to understand?

A variety of factors determine the level of difficulty of a piece of writing.

1. **Context**
    1. The amount of prior knowledge or background information the piece assumes of the reader.
    2. The cultural knowledge the reader needs to understand the meaning.
    3. The level of interest the reader has in the particular topic, and his/her ability to identify with the topic and attitudes represented.
    4. Whether or not the reader has chosen the text.
    5. How familiar the reader is with the genre of the piece and its text structure.
    6. The level of formality (a formal letter as opposed to a friendly post-card, a text-book as opposed to a narrative).
    7. The format or organisation of a text can make it easier to understand, or more difficult to understand. The following are relevant:
        - a. Is the text accompanied by a title, headings, photographs, diagrams, graphs, table of contents, and/or an index?
        - b. How clearly are the text's introduction and conclusion expressed?
        - c. Is the text broken up into paragraphs, with headings?
        - d. Is the text well set out on the page? How much blank space is on the page?
        - e. Do the print size, font style (or handwriting style), the use of upper and lower case letters and punctuation, help in reading the text?
        - f. What is the length of the text?
    8. If the source, date and author are identified, this helps put the material into a context.
    9. How well the piece is introduced is also important. Are any prereading activities and/or post-reading activities clearly set out? (e.g. "After you read this article, I want you to tell me the story in your own words.")
    10. Factors that are not related to the text itself - where, when and with whom the piece is read, the health (physical and mental) of the reader, the time available, the purpose for reading the text, etc. - can be important.
2. **Content and Meaning**
    1. How complex are the underlying ideas and how often are these ideas repeated or reinforced? Are examples and analogies used to illustrate ideas?
    2. Is the author's purpose clear? For whom was it written and why? What are the implied meanings in the text? What are the attitudes of the author?

3. **Clarity and Flow**

    1. Is the grammar complex? Is there a regular order of words and phrases within sentences? Are there qualifying phrases within a sentence?
    2. How long are the clauses? How long are the sentences?
    3. Are there cohesive ties in the writing? (conjunctions, pronouns, synonyms, reference words, comparisons, repetition, rhythm, rhyme, etc.)
    4. What is the lexical density of the text?
    5. Does the text contain ambiguous words or statements?
    6. Has the author used plain English?

4. **Vocabulary**

    1. Is the vocabulary familiar or does the author use unfamiliar technical terms or jargon?
    2. Are idioms, colloquialisms, slang words or abbreviations used? Do these assist the reader or not?
    3. Does the text contain many long words? Does the text contain many words with irregular or uncommon phonetics or letter patterns?

Some Examples of Authentic Materials for Use in Reading Assessments:

Lower Levels - Levels One and Two

- forms (student application forms, Medicare form, CES forms, etc.),
- calendars,
- signs, photographs, diagrams, headlines,
- telephone directory,
- street directories,
- bills (gas, electricity, phone) and receipts,
- menus,
- labels and instructions on packets (over-the-counter medicine or food),
- recipes,
- shopping lists,
- appointment cards,
- post cards,
- get-well cards and greeting cards,
- phone messages,
- personal letters,
- T.V. program listings,
- food, clothing and hardware catalogues,
- appointment cards for dentists, doctors or tradespeople
- simple newspaper articles,
- simple dictionary, etc.

Some Examples of Authentic Materials for Use in Reading Assessments:

Higher Levels - Levels Three and Four

- detailed maps,
- pay slips,
- Yellow Pages and White Pages telephone directories,
- government leaflets,
- election information,
- tourist brochures,
- train timetables,
- school excursion forms,
- office memos,
- accident report forms,
- emergency procedures,
- health and safety regulations,
- domestic appliance instructions and warranties,
- letters of complaint,
- business letters,
- letters to the editor,
- editorials,
- newspaper articles,
- classified advertisements,
- specialist magazines,
- graphs,
- statistical tables,
- selections from encyclopaedias,
- complex forms (workers' compensation form, tax form, passport application form, tenancy lease, condition report for a bond), etc.

5. PRODUCING ASSESSMENT TOOLS

By editing a text so that the one piece of writing spans two levels, it is possible for an assessor to decide a client's reading level in a shorter period of time.

For example, the newspaper article, "Hero dog saves man" from the Herald Sun, 22 May 1992, was rewritten so that the first half was simplified to a Level One piece, while the second half was written at Level Two standard. The assessor must be aware of what increases the difficulty of a piece of writing when adapting a text to meet the requirements of various levels. (See Guidelines for Selecting Assessment Materials Part Two:4.) In this case, the length of the clauses, the length of the sentences, the complexity of the vocabulary, and the complexity of the grammatical structures were all changed to produce this assessment tool.

The article has been rewritten in two parts, each on a separate sheet. If a client has difficulty with the first half of the reading (Level One), he/she is not presented with the second sheet (Level Two).

If the information is familiar to a client, it will be easier for the client to identify with it and thus respond to it. Jack's surname is left blank for the assessor to fill in. Also, the last line in this article is left blank, so the assessor can fill in a local address. The assessor will need to find in the phone directory a surname of a person with the initial of J who lives in a local suburb. As part of Reading for Practical Purposes, the client is asked to locate the name in the phone directory and then locate it in the street directory.

This article was chosen because it is an interesting, positive story, which requires little background knowledge (apart from what a stroke is) and should not alienate any group of readers. Because it has an accompanying photograph and a simple headline, the story is accessible to beginner readers. The story also encourages the reader to respond and offer opinions or advice. It is the kind of story that invites readers to add their stories about amazing dogs they have encountered.

Dog Saves Man

For nine days, a dog kept a man alive.

For Jack ___________, a dog is man's best friend.

A dog saved his owner's life. Jack is 80 years old. He had a stroke on 13 December, 1991. When he woke up, he knew something was wrong because he couldn't move at all.

Jack asked his dog, Trixie, to get him some water. There was a bucket of water in the house. Trixie brought the water back in her mouth and spat it over Jack. When the water in the bucket was gone, Trixie got a towel. She put it in the toilet. Then she gave Jack the wet towel to suck on.

Trixie also opened the curtains and barked for help. For nine days, Trixie kept Jack alive. Then Jack's daughter found him.

Based on the article, "Hero dog saves master," 22 June 1992, from The Daily Telegraph Mirror, Sydney

Jack with Trixie, who kept him alive for nine days

Dr. Hooper, Monash Medical Centre's director, said that under these particular circumstances, Jack, was extremely lucky to be alive.

"In my opinion, he certainly would have died if it hadn't been for his courageous and devoted dog," Dr. Hooper commented without hesitation.

"I've had her since she was a pup and I wouldn't part with her", said Jack enthusiastically.

Trixie, a six year old black and white border collie, has received an R.S.P.C.A. bravery award for rescuing her master from the edge of death. The award was "in recognition of the extraordinary bond between a human being and an animal". The border collie is renowned as the world's greatest sheepdog as well as one of the most intelligent breeds of dogs.

Jack, an elderly pensioner, is partially paralysed and his condition is slowly improving as he recovers from his incredible ordeal. Jack is again living with Trixie in his home in_________, Victoria.

Based on the article, "Hero dog saves master," 22 June 1992.
from The Daily Telegraph Mirror, Sydney

Hero dog saves master

A COURAGEOUS dog saved its master's life by bringing him wet towels to suck on after a stroke left him bed-ridden for nine days.

Pensioner Jack Fyfe, 76, from Eastwood, north of Sydney, is still recovering from the ordeal which left him and his six-year-old border collie, Trixie, on the verge of death last December.

Trixie is being considered for an RSPCA bravery award after she took Mr Fyfe water, tried to drag him from the bed and even opened the blinds to try to escape.

Mr Fyfe, who is still partly paralysed, said he first knew something was wrong when he could not get out of bed to answer the phone on December 13.

"I couldn't move," he said. "The next day, I don't know when it was, I wanted a drink. So I said to Trixie: "Get me water." So she got me water.

"First up she had a gallon tin of water out on the back veranda, and she used to bring it in her mouth and spit it all over me.

"When that ran out she got a towel and put it in the toilet, and brought it to me to suck on."

He said Trixie had also tried to pull him off the bed.

"Then she pulled the blind and barked. She tried to get out".

Mr Fyfe's daughter, Jan Keen, found them nine days later.

Ryde Hospital's executive director, Dr Roger Hooper said Mr Fyfe was lucky to be alive.

"He almost certainly would have died if it hadn't been for his dog," Dr Hooper said.

Jack with Trixie, who kept him alive for nine days.

Reprinted with permission from The Daily Telegraph Mirror, Sydney
22 June 1992

6. READING ASSESSMENTS

This section contains recommendations and forms for conducting a reading assessment in a placement interview.

1. Based on how well the client completed the Adult Basic Education Information Form (page 27) during the interview and on the information gained in the interview, decide on an appropriate level to begin with and on the most appropriate tasks.

   If it becomes apparent that the reading material is at an inappropriate level, move on to another piece.

2. Explain to the client that you will be asking him/her to read a few different texts and that each text was written for a different purpose (e.g. newspaper articles, bills, recipes, stories, etc.)

3. Explain to the client that the materials chosen for reading are similar to the types of things you may read in class. Explain that the purpose is to introduce these materials while assessing his/her level.

4. Let the client choose between two suitable texts.

5. Introduce the activity to the client by

   - pointing out the source, date and author,
   - explaining the main purpose of the text,
   - pointing out accompanying photos, charts or graphs.

6. Tell the client that the main purpose of reading is to understand the message the writer is trying to communicate. Explain that after reading the text, the client will be asked to retell what he/she has read and give an opinion about the story.

7. Tell the client that he/she may ask questions or make comments as he/she reads the text, and that you might pose questions too.

8. Complete prereading activities with the client - predicting what the text might be about and skim-reading if appropriate.

9. Ask the client if he/she would prefer reading out loud or silently. You may ask him/her to read part of the text out-loud and part of it silently.

10. Check the lighting in the room and be aware of any behaviour that might indicate vision problems (e.g. holds the work very close, squints, tendency to favour one eye, etc.) or of any complaints that might indicate vision problems (e.g. blurring, headaches, seeing double, etc.)

11. If a client comes to an unknown word and hesitates, give him/her time to work out the word. If the client is still having difficulty, ask him/her to:

    - skip the word and read to the end of the sentence,
    - reread from the beginning of the sentence,

- substitute a word for the unknown word, and
- lastly, try to sound out the word.

12. Help the client to analyse his/her difficulties with reading.

Reading Strategies

The following behaviours, observed before and during reading, are indicators of reading strategies and skills.

1. Behaviour Exhibited before Reading

1. Confidence in approaching the reading task. (A client may be very nervous about the prospect of being assessed. However, it is hoped that by this stage in the interview, the assessor will have established a positive rapport with the client.)
2. Ability to predict the meaning and purpose of the text from the title, photographs, charts and/or graphs accompanying the text.
3. Ability to skim the text for a general idea of what it is about.

2. Behaviour Exhibited during Reading

If a client chooses to read out loud, consider:

1. Fluency in reading - "chunking" (reading groups of words fluently) or reading word for word.
2. Making mistakes (miscues) - substitutions, omissions, insertions, repetitions, hesitations - and the ability to self-correct.
3. Ability to make use of punctuation to show meaning - pausing, intonation, sentence ending.
4. Difficulty with pronunciation to the point where it interferes with the assessor's understanding of the text.

When the client reads either silently or out loud, consider:

1. Tracking with a finger, unusual eye movements, how close/far away the client holds the text.
2. Signs of relating to and interacting with the text (e.g. stopping while reading to link with personal experience, to give opinions, to comment on graphics/photos, to ask questions, to clarify the meaning, to summarise the story so far, to answer questions, etc.)
3. Ability to predict what will happen next in response to assessor's questions (e.g. What do you think will happen next? How do you think the story might end?)
4. Ability to work out unfamiliar words in the text and the strategies used to do this. The client may work out an unknown word from the meaning and structure of the surrounding text, or the client may break the word down into parts and phonetically sound out the parts, or the client may use both of these strategies.

5. The technique of re-reading when the meaning is lost.

6. Confidence while reading and the ability to concentrate (or a lack of confidence and being distracted or overwhelmed by the task, etc.)

Assessing a Client's Reading Comprehension

After the client has finished reading, choose questions from the following list to assess how well the client has understood the text. Assessors may wish to sequence their questions in another order.

Can the client:

Reading for Knowlege

a. Retell the main idea of the text?

b. Explain the meaning of key words or phrases?

c. Scan the text for specific information?

Reading for Self-expression

a. Link personal knowledge or experiences with the text?

b. Show an understanding of implied information, values or attitudes?

Reading for Public Debate

a. Express an opinion about an issue raised in the text?

b. Evaluate the strengths and weaknesses of the text?

c. Predict what points of view the author would support? Can the client detect the author's point of view or biases?

d. Identify the intended audience?

Reading for Practical Purposes

a. Explain the purpose of the piece of writing?

b. Identify information needed to carry out a practical procedure?

c. Identify the parts of texts that give him/her difficulty?

Assessing Reading Comprehension: Examples of Questions from "Dog Saves Man"

Levels One and Two

The aim here is to provide examples of questions which a client could be asked after the client has finished reading a text. The purpose is to assess how well the client has understood the text. In this case, the questions are based on a newspaper article, "Dog Saves Man." As will be apparent, the questions are grouped into the four elements of a Reading module: Reading for Self-Expression, Reading for Practical Purposes, Reading for Knowledge, and Reading for Public Debate.

The questions are grouped in this way to make it easier to evaluate whether the client can fulfil all four elements covering reading in a Reading and Writing Module.

A good way to assess a client's reading level for practical purposes is to use a phone directory and/or a street directory. In the story, "Dog Saves Man", Jack's surname and address are left blank, so that the assessor can provide a surname and a local street name that the client can look up in the phone directory and the street directory. At Level One, it is better if the location can be local and therefore more familiar. Also in Reading for Practical Purposes, the client is asked to fill in Jack's address on a Medicare form. It is best to use authentic Medicare forms for this purpose.

The next question is whether the client should be assessed at Level One or Level Two. Depending on the client's responses, the client can be assessed for placement at Level One or placement at Level Two.

Possible Reading Comprehension Questions Based on "Dog Saves Man" – Levels One and Two

Choose one or more questions from each of the following groups to assess a client's reading skills.

Reading for Knowledge

a. Would you please tell me what the story is about?

b. Were there any words you didn't understand? Can you explain what these words mean – stroke, bucket, towel, courageous and paralysed?

(To answer the following questions, the client may scan the article to locate specific information.)

c. How long did the dog keep the man alive?

d. What kind of a dog is Trixie?

e. What did Trixie do to keep Jack alive?

f. What is the award that Trixie received?

Reading for Self-expression

a. Do you know of a dog that has done something courageous? What?

b. The bond between Jack and his dog is very strong. Has an animal ever become very important to you?

Reading for Public Debate

The client will discuss the article with the assessor.

a. Was the dog intelligent or just doing what she was told? Discuss.

b. Do you think elderly people should live alone? Discuss.

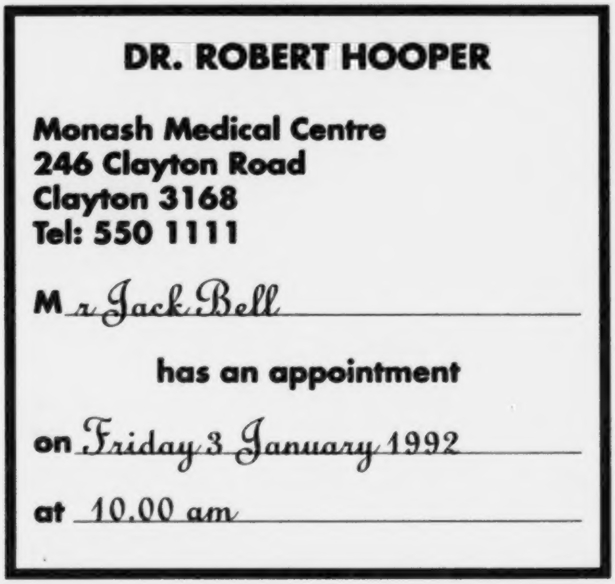
c. What are the advantages and the disadvantages of people in the city owning dogs? Discuss.

Reading for Practical Purposes

a. Have you used a phone directory to find a phone number? Would you please look up Jack's number in the phone book?

b. Have you used a Melways Street Directory to look up an address? Would you please find Jack's street in the street directory?

c. Look at the medical appointment card. Jack had an appointment to see Dr. Hooper. When was the appointment? Where was the appointment?



DR. ROBERT HOOPER

Monash Medical Centre
246 Clayton Road
Clayton 3168
Tel: 550 1111

M r Jack Bell

has an appointment

on Friday 3 January 1992

at 10.00 am

Note: Have the following items available for clients to use during this reading placement assessment:

- Dictionaries - a junior dictionary and an unabridged dictionary
- Melways Street Directory
- Phone Directories
- Medical Appointment Card

7. WRITING ASSESSMENT

This section contains recommendations and forms for conducting a writing assessment in a placement interview.

Recommendations when conducting a writing assessment

1. Have scrap paper available so the client can jot notes to help plan his/her writing or check the spelling of words. Have dictionaries of two different levels available (e.g. Macquarie Junior and a more sophisticated one) for the client during a writing assessment.

2. Because of the limited time available, it is usually only possible to ask the client to write in two genres. With different clients, assessors will choose different writing tasks.

Writing for Practical Purposes

Writing for Practical Purposes includes the task of completing the Adult Basic Education Information Form (page 27). How the client completes this task will give the assessor a good indication of the client's writing skills, including the client's knowledge and use of the alphabet. If the student has difficulties, ask if he/she can read and write all the letters of the alphabet.

Some other examples of writing for practical purposes that can be incorporated into a placement assessment are filling in a Medicare Claim Form, writing a phone message, taking an order, writing a letter to complain about a service or a product, etc.

Writing for Knowledge

The client can summarise or retell the story in writing.

Writing for Self-expression

For students with limited literacy skills, writing for self-expression may be the least threatening type of writing. Again it is best if it follows a discussion with the assessor and shows a personal link to the topic discussed. For example, a client may write a description of his/her dog after discussing "Dog Saves Man" with the assessor.

Writing for Public Debate

The questions answered and discussed in the reading assessment can be used as the basis for the writing assessment. The discussion can bring up ideas for topics that the assessor could suggest to the client for the writing part of the placement assessment.

Passages selected for reading assessment tasks are often thought-provoking and raise social issues and thus lend themselves to Writing for Public Debate.

An example of this is if the assessor asks the client, "You have explained the writer's point of view, now would you please write it down and give your opinion." Asking students to write for Public Debate is a way of telling them that their opinions are important.

3. If you want a client to write a response to a text he/she has read and discussed in the reading assessment, ask the client to write his/her ideas without referring to the text. Take the text away. (When comparing the writing completed in placement assessments of various clients, assessors will then know that each piece was written without a text in front of the clients. This will lead to greater reliability in placement assessments across Victoria.)

1. ANALYSIS OF PROCESSES AND STRATEGIES USED BY THE CLIENT IN A WRITING ASSESSMENT

1. Before writing, does the client:

- a. Discuss ideas with the assessor and decide on a topic?
- b. Write notes or make a plan on scrap paper?
- c. Display confidence or reluctance in approaching writing?

2. While writing and editing, does the client:

- a. Request assistance?
- b. Write quickly or slowly?
- c. Reread his/her writing?
- d. Reorganise his/her writing, make deletions and/or additions?
- e. Self-correct?
- f. Use spelling strategies? (e.g. trying various forms of the word on scrap paper, sounding out words, replacing a chosen word with a simpler one)
- g. Use a dictionary or other references?

3. "Conferencing" a client's piece of writing - possible questions for the assessor to ask the client after the client has read his/her work aloud:

- a. Does it say what you want it to say?
- b. Is it organised logically?
- c. Are the sentences complete?
- d. Are there any words that you are not sure you have spelled correctly? Can you point them out? What do you do when you're not sure of a spelling?
- e. Are there any grammatical changes that would make the piece easier to read?

  (If you were in class, you would have the opportunity to revise and edit your writing.)

2. ANALYSIS OF CLIENT'S FINISHED PIECE OF WRITING BY THE ASSESSOR

1. Meaning

a. How well is the writer's intended meaning communicated? How complex and/or sophisticated is the intended meaning?

b. How appropriate is the writer's choice of words? Does the writer use general terms or is the vocabulary more specific and sophisticated?

c. Does the writer give an opinion and support it with logical reasons?

d. Does the writer examine an issue from different points of view?

e. Is the writing extended to include examples, analogies, or references to the writer's experience and prior knowledge?

2. Appropriate Structure

a. Are the sentences complete?

b. Are there grammatical constructions that interfere with the reader's understanding?

Examples of some possible categories of grammatical errors:

- lack of subject/verb agreement
- incorrect word order in a sentence or question
- lack of plurals
- incorrect verb form
    - omission of -d, -ed or -ing
    - incorrect use of -d, -ed or -ing
    - omission of some form of be, do or have
    - tense shift or wrong tense
    - incorrect use of infinitive
- articles omitted
- incorrect use of prepositions
- incorrect pronoun reference
- double negatives

c. Is the spelling conventional?

Examples of possible spelling errors:

- additional letters
- letters omitted
- correct letters but in the wrong order
- phonetic spelling
- silent letters omitted
- suffixes added incorrectly

d. Is the writing logically organised?
  - Is the paragraphing sound (with one main idea in each paragraph)?
  - Are the ideas linked coherently?

e. Is the punctuation conventional?
  - use of full stops and commas
  - use of apostrophes to show possession or in contractions

3. **Layout**

a. Is the handwriting legible?

b. Are upper and lower cases used appropriately?

c. Is the piece of writing an appropriate length?

Possible Writing Tasks Based on "Dog Saves Man" Article

Choose one or more questions for the client to write about. Take the article away while the client writes.

Writing for Knowledge

You have told me what the article is about. Now please write what the article is about.

Writing for Self-expression

Pretend that you are Jack's neighbour. Write a get-well message to send to him. (Use the card provided).

GET WELL SOON

Describe your dog and compare your dog to Trixie.

Writing for Public Debate

Do you think elderly people should live alone or do you think elderly people should live in nursing homes? Explain.

What are the advantages and the disadvantages of people in the city owning dogs?

Writing for Practical Purposes

Have you ever seen a Medicare Claim form?

Would you please fill in number 2 on the Medicare Claim for Jack? (Jack's name, address and phone number)

Note: The following items should be available to the client during the writing placement assessment:

- Dictionaries – a junior dictionary and an unabridged dictionary
- Get Well Card
- Medicare Claim Form from a Medicare office
- extra blank paper

The following sheet is for the client to write his/her response to one or more of the above questions. This sheet is located on the back of the Adult Basic Education Information Form (page 52).

(SAMPLE)

Adult Basic Education Information Form
To be completed by Client

Date: ....

Family Name: ....

First Name: ....

Address: ....

.... Post code: ....

Male or Female .... Age: .... Date of Birth: ....

Telephone: .... (home) .... (work)

Type of work: ....

employed ☐ unemployed ☐ registered with CES ☐

CES Branch ______________________ Jobseeker No. ________________________

Country of Birth: ....

First Language: .... Other languages: ....

Years in Australia: .... Age on arrival: ....

Age on leaving school: .... Highest level completed: ....

Times available to attend classes: ....

....

Transport to classes: ....

Signature: ....

Client's Writing in Placement Interview

Title: ....

8. MATHS ASSESSMENTS

Clients applying for courses in Adult Basic Education need to be assessed in numeracy as well as reading, writing and oracy. If the numeracy assessment can be easily linked in with the preceding literacy assessment, it will make it less stressful for the client and save time in the assessment.

Written placement assessments (written tests) in maths should be avoided at Levels One and Two.

1. Preparing for a placement assessment

Some suggestions to consider when designing maths tasks to use in placement assessments:

a. Use a holistic approach which integrates literacy and numeracy assessment (e.g. select a newspaper article and write maths problems based on the article).

b. Select a topic which will be meaningful to the client and will provide an overall context in which to assess skills.

c. Use authentic or edited materials that are likely to be familiar to the client. (See the list of examples of materials suggested for use in numeracy assessments on page 60.)

d. Have specific tools or concrete materials available and use when, and if, appropriate. (See the list of tools suggested for use in numeracy assessments on page 60.)

e. Within one text try to cover a range of formats and a range of skills spanning as many of the five strands as possible - number, pattern/relation, data, measurement, and space/shape.

2. Conducting a placement interview

Some suggestions to consider when conducting maths placement interviews:

a. Point out the source of the material, as well as the date and author, if relevant, and discuss the purpose of the text.

b. Provide paper for calculating and a calculator plus any relevant tools (e.g. tape measure).

c. Present the mathematical problem orally. If the problem is in writing, make sure that literacy problems are not preventing the client from doing the maths task.

d. Make sure the mathematical language you use is understood. (At lower levels, it is best to avoid formal mathematical terms).

e. Note if the client can identify a way to approach the problem.

f. Ask the client to make an estimate of the result before working out the answer - with or without a calculator.

g. Identify the strategies used by a client and record this. Note the range of strategies the client uses when he/she is calculating, verbalising mental calculations, and discussing chosen processes.

Examples of possible strategies used by a client:

- using a calculator
- using specific resources (e.g. tape measure, counting discs, etc.)
- rounding off
- estimating
- using multiple addition instead of multiplying
- counting on fingers
- counting backwards when subtracting
- drawing diagrams
- sharing out a bit at a time when doing division
- trial and error
- using inverse operations

h. Identify skills used by the student when doing the task.

i. Note the time taken, if the client is exceptionally fast or slow.

j. Ask the client how this problem compares with maths activities he/she has personally encountered. Refer back to questions in the interview about maths currently used, self-assessment of maths abilities and specific skills he/she would like to improve.

k. Note the client's level of confidence in performing the task.

3. Assigning levels

When assessing a client's performance on maths tasks, give a recommended placement level - not the exit level (e.g. if assessed as having exit Level One skills, give recommended placement as Level Two).

4. Concluding the placement interview

a. To introduce the client to the style of Adult Basic Education classes, outline some typical activities used in these classes and illustrate how maths skills and literacy skills link together.

b. Suggest the client keep a diary listing maths encountered each day. As well, suggest that the client collect newspaper articles, brochures etc., and highlight graphs, tables, statistics, dates and other numbers in them.

5. **Comments on Levels**

a. Levels One and Two are often called "Numeracy", referring to the practical application of Maths skills in realistic, everyday problems.

Problems used in placement assessment at Levels One to Two should have direct practical application to everyday situations, ranging from a single, familiar task to unfamiliar, multi-faceted tasks.

b. Levels Three and Four are called "Mathematics", referring to Maths skills which are beyond everyday use and mathematical concepts and techniques which are the foundation to further study in Maths.

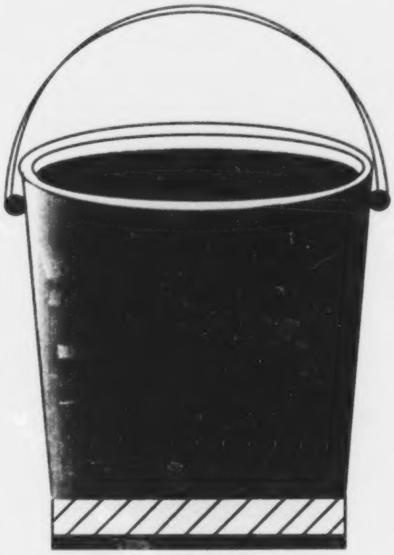
Level Four is most appropriate for students wishing to prepare for further study in which formal abstract mathematics are needed (e.g. algebra, trigonometry, and statistics). Students who appear to be at Level Four should be referred to an experienced Maths teacher.

Possible Numeracy Comprehension Questions from "Dog Saves Man"

Possible numeracy questions are contained within many texts. The following suggested questions are based on the information contained in the text "Dog Saves Man". The corresponding levels of the following suggested questions are given. If a client has no difficulty in answering these questions, he/she should be given more difficult questions.

1. What was the date that Jack's daughter found him?
2. How old was Jack when he got Trixie?
3. How many hours did Trixie keep Jack alive?
4. If this bucket was full, how much water do you think it would hold? (From drawing or have a real bucket to show the client).

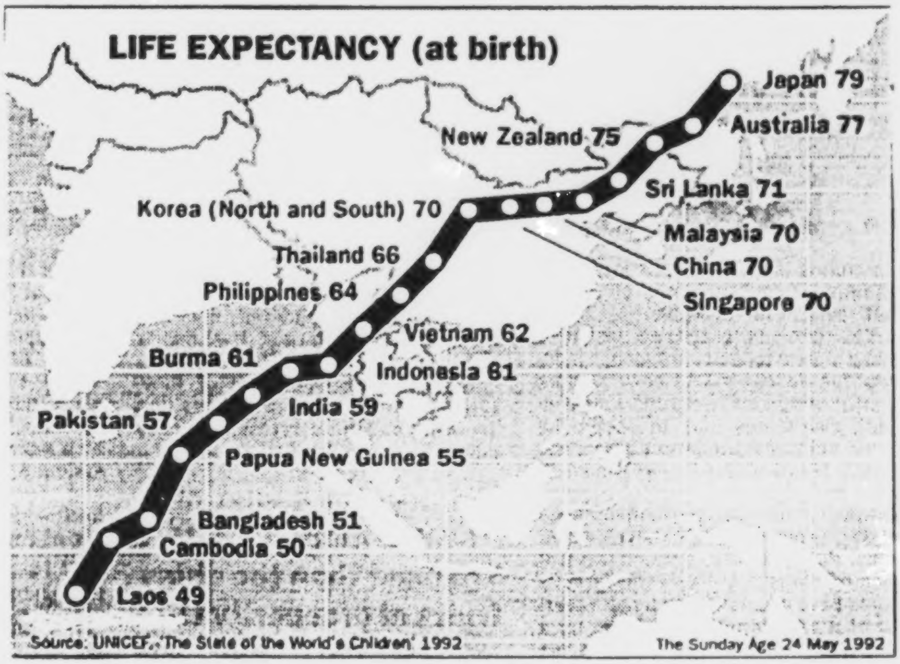
If this bucket was full, how much water do you think it would hold?



10 Litres
1 Litre
10 millilitres

5. Locate the hospital (Monash Medical Centre) in Melways. What is the most direct route from Jack's house to the hospital? Estimate how far it is from Jack's house to the hospital?

6. Use the graph "Life Expectancy (at birth)" to answer the following questions. What is the average life expectancy of a person living in Australia in 1992? Which country listed has the highest life expectancy? Which country listed has the lowest life expectancy? How much older is Jack than the average Australian's life expectancy?


LIFE EXPECTANCY (at birth)

Source: UNICEF, 'The State of the World's Children' 1992

The Sunday Age 24 May 1992

Reprinted with permission from The Sunday Age, Melbourne 24 May 1992

7. The following statistics are from the United Nations Demographic Yearbook printed in 1992. In Australia, the expected life span of a female born in 1992 is 80.4 years and the expected life span of a male born in 1992 is 74.5 years. Assuming Australia has approximately the same number of males as females, find the average (or mean) expected life span of an Australian person.

8. According to the United Nations Demographic Yearbook printed in 1992, Australian males born in the year 1992 have an average future lifespan of 74.5 years; while Australian females born in that same year have an average future lifespan of 80.4 years. What percentage less is the average Australian male's life span compared to the average Australian female's life span?

Note: Have the following items available for clients to use during this numeracy placement assessment:

- paper,
- a simple calculator,
- a calendar,
- Melways Street directory,
- the drawing of a bucket or a real bucket,
- the graph - "Life Expectancy (at birth)."

Answers to suggested maths questions from "Dog Saves Man"

1. Exit Level One - simple addition
   13 December + 9 days = 22 December

2. Exit Level One - simple subtraction, can use mental arithmetic, count backwards, use fingers or a calculator
   80 years - 6 years = 74 years

3. Exit Level One - understanding of time and multiplication using a calculator
   Exit Level Two - multiplication without a calculator, knowledge of times tables

4. Exit Level One - estimating capacity and use of metric units, approximately 10 litres

5. Exit Level One - locate Monash Medical Centre, Clayton in the Melways - give the most direct route from Jack's house to the Monash Medical Centre, Clayton

   Exit Level Two - estimate distances from a map

6. Exit Level One - Gaining information from a graph - 76 years, Japan, Laos

7. Exit Level Two - calculating the mean 80.4 years + 74.5 years = 154.9 divided by 2 = 77.45 years or approximately 77 years

8. Exit Level Three - calculating percentages in a meaningful context
   74.5 years expressed as a per cent of 80.4 years = 92.66 approximately 93%

   On average, an Australian male lives 93% of the average Australian female's life span or Australian males have an 7% shorter life expectancy as compared to Australian females.

Some Examples of Authentic Materials for Use in Numeracy/Mathematical Assessments:

- newspaper articles with numerical information, graphs or tables,
- menus,
- bills and receipts,
- forms - order forms, record forms, pay forms, etc.
- price lists,
- advertising materials such as hardware, green grocer or supermarket catalogues,
- pay slips,
- time sheets,
- timetables - T.V. programs, class timetables, railway timetables,
- maps and street directories,
- brochures with numerical information, graphs or tables,
- recipes,
- weather charts and temperature graphs, etc.

Some Examples of Tools or Concrete Materials to use in Numeracy/Mathematical Assessments:

- calendar,
- clock,
- measuring tools - tape measures, containers, scales,
- money,
- disks for counting,
- calculators - simple or scientific calculators,
- graph paper,
- direction finding compass, etc.

9. ORACY ASSESSMENTS

While conducting the placement interview, and the Reading, Writing and Maths assessments, the assessor has many opportunities to assess, in addition, the client's listening and speaking skills.

There is no need to arrange special oracy assessment tasks in the placement interview. The questions formulated to assess Reading give the client opportunities to express an opinion. The interview questions are good indicators of a client's willingness and ability to participate in dialogues.

The following list covers the main speaking and listening areas in which a client should be assessed during a placement interview.

1. The assessment report should assess the client's ability to express a point of view.

   The assessor should assess evidence of the following oracy skills. The client's ability to:

   a. clearly state his/her point of view
   b. explore relevant issues
   c. sequence ideas logically
   d. link phrases and sentences effectively
   e. recognise other points of view
   f. avoid sweeping generalisations
   g. link personal experiences and prior knowledge with the topic being discussed
   h. choose appropriate and meaningful words
   i. use technical and specialised words when appropriate
   g. pronounce and use words in a manner that does not interfere with his/her intended meaning

2. The assessment report should include observations of the role the client took during the interview.

   These observations should include the client's ability to:

   a. be an active participant in conversations, that is, to engage in, take turns and maintain a conversation
   b. respond to questions in the interview with relevant and meaningful comments
   c. ask relevant and appropriate questions in the interview

d. understand and carry out verbal instructions given by the assessor during the interview

The assessor should be aware of the above skills and comment on the client's speaking and listening abilities in the placement interview report.

10. RECORDING THE RESULTS OF PLACEMENT INTERVIEWS

The placement interview assesses a client in the each of the following areas:

- Reading
- Writing
- Numeracy
- Oracy

An assessor's report will outline the client's strengths and weaknesses in these four areas.

The forms in this section - the Assessor's Recording Sheet and the Placement Interview Report Form - are provided as a suggested model to record placement interviews. The forms must be comprehensive but not too long.

The Assessor's Recording Sheet (on pages 65 and 66) is designed to be filled in during the assessment process. If the assessor takes notes on these sheets during the interview, it should not be a lengthy process to complete the Placement Interview Report (on page 67).

The Placement Interview Report requires the assessor to assign the following levels in each of the four skill areas:

a. Assessed as competent at Level ______

b. Placed in Level ______

The assessor should make any comments relevant to the levels assigned. It is important to be as accurate as possible, so as to recommend the most appropriate course for the client. The assessor should include any qualifying information about the levels assigned, e.g. the client was nervous and this seemed to affect his/her ability to concentrate on the assessment tasks.

Whenever possible, it is good practice to moderate the writing assessment part of the placement interview.

The assessor should investigate if there are places available in the courses recommended in the placement report.

The assessor should attach the writing completed by the client in the placement interview (i.e. the Adult Basic Education Information Form and the Client's Sample of Writing) to the Placement Interview Report.

The purpose of the Client's Learning Plan (on page 68) is to give a client a clear indication of possible placement options to consider. It also gives the client a chance to consider how study will fit into his/her life-style and what priority he/she is willing to give it. This sheet should be filled out by the assessor in consultation with the client and the client should take it home and consider the available options. It has the assessor's name and work number on it, so the client can contact the assessor if he/she has any further queries.

Also included in this section is a list entitled Literacy and Numeracy Activities. The purpose of this list is to increase the client's awareness of the scope of everyday literacy and numeracy activities and to generate an interest in these activities and a desire to improve these skills. This list will be helpful for some students, but probably not appropriate for Level One. Clients are asked to circle those activities they are interested in and bring the list to class.

If and when a placement is confirmed, a copy of the report should be forwarded to the teacher of that particular course. Include the client's piece of writing with the Placement Interview Report.

(SAMPLE)

Assessor's Recording Sheet

1. **Practical Writing Task** Filling in Application Form ....

Letter names and sounds / Upper and lower case ....

2. **Reading Task** Name of Article .... Level of text..................

a. If reading out loud - reading fluency / word recognition / miscues / confidence ....

....

....

b. Reading Strategies - Prediction Skills ....

....

....

c. Comprehension - overall understanding of passage read ....

....

....

d. Specific knowledge gained - in response to assessor's questions ....

....

e. Understanding of implied information / linking to personal experiences / ability to express an opinion and give reasons

....

....

3. **Practical Tasks** - use of phone book, Melways, Medicare forms, bills, menu, etc.

....

....

....

4. **Writing Task** - chosen by client or assessor?

a. writing strategies - planning text, self-corrections, use of dictionary ....

....

b. hand writing - appropriate use of upper and lower cases / legibility ....

....

c. meaning of text / organisation of text ....

....

d. personal opinion expressed / different points of view acknowledged ....

....

e. vocabulary used ....

....

f. grammar / spelling / punctuation ....

....

g. sentence structure / paragraphing ....

....

5. **Numeracy Skills** - tasks attempted and their Levels ....

Tick skills where student demonstrated competency:

☐ adding ☐ subtracting ☐ multiplying ☐ dividing
☐ whole numbers ☐ decimals ☐ fractions ☐ percentages
☐ using a calculator ☐ reading tables ☐ reading graphs
☐ drawing graphs ☐ measuring – metric units ☐ using shapes
☐ using maps or directions ☐ using mathematical language

Comment on proficiency of skills:

....

....

6. **Speaking and Listening Skills**

comment on skills — ability to ask and answer relevant and appropriate questions
— ability to successfully follow instructions given by the assessor

....

....

....

(SAMPLE)

Placement Interview Report

Name of client .... Date ....

Name of Assessor ....

Reading	Assessed as competent at Exit Level	Placed in a Level......class
Writing	Assessed as competent at Exit Level	
Oracy	Assessed as competent at Exit Level	Placed in a Level......class
Numeracy	Assessed as competent at Exit Level	Placed in a Level......class

(Use the four Levels as described in the VAELLNA Frameworks)
Comments on the above Levels: ....

....

....

....

....

The writing assessment has been moderated by.................................... (2nd assessor's name)

This writing is assessed as competent at Exit Level ......for placement in a Level ...... class

Recommended Placement Options:

1. Name of course: .... Level ....

Venue ....

Hours per week: .... Starting date ....

Timetable ....

2. Name of course: .... Level ....

Venue ....

Hours per week: .... Starting date ....

Timetable ....

Signed by assessor ....

(SAMPLE)

Client's Learning Plan

For the client to take home from the placement interview

Name .... Date ....

Name of Assessor .... Work Phone ....

What things would you like to learn first?

....

....

....

....

....

If you decide to go to a class, what could stop you or interfere with you going regularly? ....

....

....

Can you overcome these things? ....

....

....

What would you like to do when your skills improve? ....

....

....

Learning Plan - a list of possible courses and their details (starting dates, hours per week, time tables etc.)

(SAMPLE)

Literacy and Numeracy Activities

These examples may be useful when discusing possible learning goals with a student.

Practical - Reading, Writing and Maths

1. read signs - road signs, shopping signs, safety signs, etc.
2. read labels - packaging on products - contents, weight, origin, etc.
3. read instructions - cleaning products, appliances, medicines, patterns
4. fill out forms - application forms, medibank forms, CES forms, etc.
5. read and write shopping lists - work out total price, can check if you have been given the correct change, work out the best price, work out the right quantities, work out discounts expressed as percentages,etc.
6. read calendars and read clocks
7. use train, bus and tram schedules
8. use TV guides
9. read menus and recipes
10. use a phone book - both White Pages and Yellow Pages
11. leave phone messages and write out phone messages received
12. use answering machines
13. read bills, quotes, accounts, wage slips, etc.
14. do my personal banking - use a Flexi teller, write cheques and budget
15. read maps and use a Melways directory
16. use a dictionary and use a simple thesaurus
17. tell the time using a digital, analogue, 12 hour and/or 24 hour clock
18. apply for a library card and use a library
19. get my driver's licence
20. use metric measurements when sewing, doing carpentry, cooking, travelling, measuring medicine, gardening, etc.
21. read leases and contracts
22. register to vote, if eligible
23. fill out job application forms, write a resume
24. read to find out about jobs - newspaper ads, CES information
25. write formal letters - requests for information, letters of complaint, etc.
26. use a computer
27. use a calculator

(SAMPLE)

Literacy and Numeracy Activities (continued)

Personal Reading - Writing and Maths

1. read and write family notes and phone messages
2. read and write personal letters, post-cards and greeting cards
3. improve handwriting
4. read for enjoyment (what kind of books ....)
5. write for myself - diary, advice for others, my life story, my opinions, etc.
6. do crossword puzzles or other word games
7. read to my children or grandchildren, help my children with their work
8. join a club, school group, community group or self-help group
9. work out a personal budget
10. work out expenses for a holiday
11. estimate times for certain activities

Factual Reading - Writing and Maths

1. read information related to health
2. read the newspaper (which parts ....)
3. write letters to the editor in a newspaper or magazine
4. read magazines (which ones ....)
5. read to get information (what subjects? ....)
6. take notes when reading for information
7. read and write work reports
8. prepare for study in ....)
9. go to a job training program
10. pass a work-related test
11. write business letters, letters of complaint and letters requesting information
12. read graphs and charts in the newspaper
13. use reference skills, find the information I need

The most important thing for me to learn is ....

11. ADDITIONAL EXAMPLES OF ASSESSMENT MATERIALS

Assessors will collect materials and produce an assessment kit. Assessors will bring these assessment kits to assessment workshops where they will be able to discuss the materials and methods they have been using in their assessments. In this way, assessors will be able to share and up-date the materials they are using.

The following are three examples of materials that have been developed by Sara Lyons and used for over a year with students at Holmesglen TAFE and Oakleigh CES. Each example spans two levels of reading, and includes assessment materials for reading, writing, and three levels of maths.

"No Gas" - assessment materials to span Levels One and Two (pages 72–80)

The article "No Gas" was developed for a reading assessment at Levels One and Two. At Level One, clients should deal with familiar subject matter. In this article a woman has her gas cut off because she is unable to pay the bill. Most people are familiar with gas bills and may have had to pay them. The woman lives in suburban Melbourne, so the location is somewhat familiar. The first half of the article is written for exit Level One and is supported by a photograph with a caption. The second half of the article is written at exit Level Two. If a client struggles with the first page of the article, it is not necessary to show them the second half.

The gas bill gives the assessor opportunities to assess a wide range of maths skills, from Level One to Level Three.

"Jail Delivered Pizza" - assessment materials to span Levels Two and Three (pages 81–91)

The article "Jail Delivered Pizza" was developed for a reading assessment at Levels Two and Three. It involves ordering take-away pizzas by phone. Most people are familiar with and have eaten pizza. This article takes place in Australia. No longer in Victoria, but in the city of Bathurst in New South Wales. The situation is not a familiar domestic situation, but occurs in the Bathurst Jail. Thus at this level there are familiar aspects but they are taken beyond the personal to a broader, less familiar context.

The pizza menu that accompanies the article gives the assessor a wide scope for maths questions spanning Levels One through Three, in a supported context.

"Oodgeroo Noonuccal" - assessment material to span Levels Three and Four (pages 92–96)

The article "Oodgeroo Noonuccal" was developed for a reading assessment at Levels Three and Four. This article looks at the life of Kath Walker, a well-respected Aboriginal figure, and discusses her philosophical beliefs. The story's location is mainly on a small island near Brisbane, Queensland. For many of our clients in Victoria, this story deals with unfamiliar material. The language contains some Australian colloquialisms like tucker, chooks and mucked about. It also refers to less familiar Australian animals like the bandicoot and the dugong. It deals with issues such as racism and reconciliation, which are more complex issues. All these characteristics, make it an appropriate article to use at Levels Three or Four.

No Gas

Mrs Joanne George has had her gas cut off. She and her daughter have lived with no gas for more than three weeks. Without gas, they have no hot water, and no gas for cooking or heating.

They have a gas bill for $512, which they have not paid. They say the large bill is because something is wrong with the gas heater in their Ministry of Housing unit in Hampton Park. They live on a single parent's pension of about $200 a week.

Mrs George said she did not realise the switch on her heater was stuck on high until she got the huge bill.

Based on the article, "Mother and daughter feel the big chill,"
by Enrica Longo, consumer affairs reporter.

***Warmth is just a flash in the pan:* Mrs Joanne George and her daughter, Michelle.**

No Gas

A Gas and Fuel spokesperson said Mrs George should have rung the Gas and Fuel Corporation immediately when she received her bill so it could have arranged a suitable payment scheme. Because she had not notified the Gas and Fuel and had not paid her bill, the gas supply was disconnected.

Mrs George says the Housing Commission is negligent for not repairing the faulty heater and she wants compensation. She says she cannot afford to pay the bill or the reconnection fee, and that her situation is grim.

Mrs George says she is an example of what life could be like for many others in the community in a period of privatised gas, water and electricity services. Her experience could become a frequent and common situation.

Based on the article, "Mother and daughter feel the big chill,"
by Enrica Longo, consumer affairs reporter.

Mother and daughter feel the big chill

By ENRICA LONGO,
consumer affairs reporter

Mrs Joanne George says she is an example of what life could be like for many Victorians in an era of privatised gas, electricity and water services.

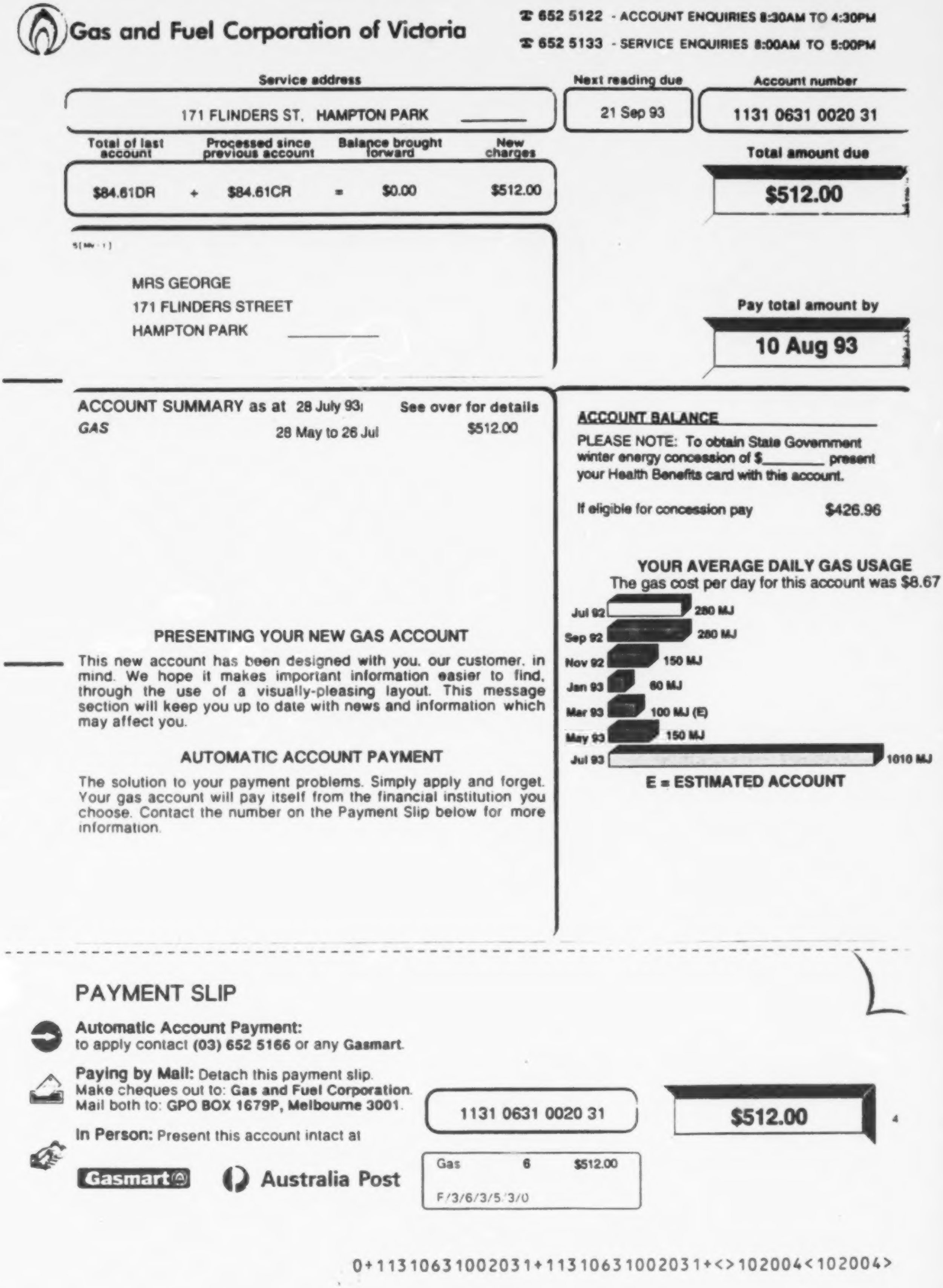
Mrs George and her daughter, Michelle, have lived without gas, and hence without hot water and a stove, for more than three weeks because the Gas and Fuel Corporation has disconnected their supply.

They have a $512 bill that they say is largely due to a faulty gas heater in their Ministry of Housing unit. They live on a sole parent's pension of about $200 a week.

Mrs George said she had not realised the heater switch in her Hampton Park unit was stuck on high until the end of a quarter, when she got a huge bill.

A Gas and Fuel Corporation spokesman said Mrs George had not paid her bills since November, and the supply was disconnected earlier this month.

Reprinted with permission from the Herald Sun



Gas and Fuel Corporation of Victoria

☎ 652 5122 - ACCOUNT ENQUIRIES 8:30AM TO 4:30PM
☎ 652 5133 - SERVICE ENQUIRIES 8:00AM TO 5:00PM

Service address	Next reading due	Account number
171 FLINDERS ST, HAMPTON PARK ________	21 Sep 93	1131 0631 0020 31

Total of last account		Processed since previous account		Balance brought forward	New charges
$84.61DR	+	$84.61CR	=	$0.00	$512.00

Total amount due
$512.00

MRS GEORGE
171 FLINDERS STREET
HAMPTON PARK ________

Pay total amount by
10 Aug 93

ACCOUNT SUMMARY as at 28 July 93 — **See over for details**

GAS	28 May to 26 Jul	$512.00

ACCOUNT BALANCE

PLEASE NOTE: To obtain State Government winter energy concession of $________ present your Health Benefits card with this account.

If eligible for concession pay $426.96

YOUR AVERAGE DAILY GAS USAGE

The gas cost per day for this account was $8.67

Jul 92	280 MJ
Sep 92	280 MJ
Nov 92	150 MJ
Jan 93	60 MJ
Mar 93	100 MJ (E)
May 93	150 MJ
Jul 93	1010 MJ

E = ESTIMATED ACCOUNT

PRESENTING YOUR NEW GAS ACCOUNT

This new account has been designed with you, our customer, in mind. We hope it makes important information easier to find, through the use of a visually-pleasing layout. This message section will keep you up to date with news and information which may affect you.

AUTOMATIC ACCOUNT PAYMENT

The solution to your payment problems. Simply apply and forget. Your gas account will pay itself from the financial institution you choose. Contact the number on the Payment Slip below for more information.

PAYMENT SLIP

Automatic Account Payment:
to apply contact **(03) 652 5166** or any **Gasmart**.

Paying by Mail: Detach this payment slip.
Make cheques out to: **Gas and Fuel Corporation.**
Mail both to: **GPO BOX 1679P, Melbourne 3001.**

In Person: Present this account intact at

Gasmart — Australia Post

1131 0631 0020 31

$512.00

Gas	6	$512.00

F/3/6/3/5/3/0

0+1131063100203 1+1131063100203 1+<>102004<102004>

CURRENT GAS CALCULATION

Meter Number: 4360CD 59 days in Billing **Tariff:** Domestic 03

Meter Readings:	Previous	Current
	574	2127

Cubic Metres		Heating Value		Pressure Factor	=	Megajoules Used
1553.00	x	38.41	x	1.000		59652

Item	Details	Charge/Rate	$
GAS	First 8000 megajoules	@ 0.7440 cents per megajoule	$ 59.52
	Next 59652 megajoules	@ 0.8555 cents per megajoule	$441.88
	Supply Charge		
		ACCOUNT BALANCE	$512.00

Registered Office: 171 Flinders Street, Melbourne, 3000

EMERGENCIES OR LEAKING GAS: 652 5111

FOR ACCOUNT ENQUIRIES: 652 5122
CALL BETWEEN 8:30AM TO 4:30PM

WHEN LEAVING A PROPERTY, remember at least two work days notice is required for a final reading on the day you prefer.

IF MOVING TO A NEW ADDRESS, please advise us early to ensure that the gas supply is connected.

PAYMENT ASSISTANCE 652 5122

HELP US TO HELP YOU. If you experience difficulty in paying accounts, contact our customer enquiries staff immediately for:

- SPECIAL ARRANGEMENTS
- EASY-WAY PAYMENT PLAN
- ENERGY RELIEF GRANT SCHEME

FOR APPLIANCE MAINTENANCE: 652 5133
CALL BETWEEN 8:00AM TO 5:00PM

NEXT SCHEDULED READING/ESTIMATED ACCOUNT

We will endeavour to read your meter on the date shown overleaf. Easy and safe access to the meter is requested. An estimated account will be issued when ready access is not available.

☎ **INTERPRETER SERVICE** 416 9999 or (008) 11 2477

Αν χρειάζεστε τη βοήθεια διερμηνέα, παρακαλούμε τηλεφωνήστε στον παρακάτω αριθμό

Si quiere usar los servicios de un intèrprete llame por favor al numero de abajo

Nazovite jedan od niže navedenih brojeva, ako vam je potreban tumač.

Se desiderate l'assistenza di un interprete, telefonate al numero qui sotto.

Jeśli potrzebujesz tłumacza, zadzwoń pod poniższy numer.

Ако вам је потребна помоћ преводиоца, обратите се телефоном на један од доленаведених бројева

Tercumanlık Servisi için aşağıda verilen numarayı arayınız

Nếu cần thông-dịch viên, xin gọi số điện thoại bên dưới

لطلب الاستعانة بخدمات مترجم . إتصل برقم الهاتف المذكور أدناه

MRS GEORGE
171 FLINDERS STREET HAMPTON PARK

Reprinted with permission from the Gas and Fuel Corporation of Victoria 1993

Reading Comprehension Questions based on "No Gas" Levels One and Two

Choose one or more questions from each of the following four groups to discuss with the client in order to assess his/her comprehension of the article "No Gas".

Reading for Knowledge

a. Would you please tell me what the story was about?

(To answer the following questions, the client may scan the article to locate specific information.)

b. Were there any words you didn't understand? Can you explain what these words mean? pension, realise, switch, negligent, frequent

c. What is this family's weekly income?

d. How long have they lived without gas?

e. Why was the bill so high?

f. Why was the gas cut off?

Reading for Self-expression

Has anything like this ever happened to you? Explain.

Reading for Public Debate - the ability to express an opinion

a. Should the gas be cut off if people can't pay their bills?

b. Whose responsibility is it to pay for the excess gas used because of a faulty heater? Explain.

c. Not being able to pay a bill is a private matter. Why did Mrs. George speak to the Herald Sun about her problem with the gas bill and why did the paper print this story? Give your opinion.

Reading for Practical Purposes

a. Do you know where the suburb called Hampton Park is? Please locate it in the street directory. Find the postcode for Hampton Park.

b. Look at their gas bill. When should it have been paid?

c. Look at the back of the gas bill. If you can't pay your gas bill, what phone number should you ring?

d. Find the address of the Eastern Regional Office of the Gas and Fuel Corporation in the phone book. (Hampton Park is located in the Eastern Region.)

e. Find the address of the Eastern Regional Office of the Gas and Fuel Corporation in the street directory.

f. What do you have to do to get a winter energy concession rate on your gas bill? Show me where you found this information.

Possible Writing Tasks based on "No Gas"

After assessing the client's reading skills, choose one or more questions to assess the client's writing skills. Take the article away while the client writes. (The client writes on the back of the Adult Basic Education Information Form which should have been completed by the client already.)

Writing for Knowledge

You have told me what the article is about. Now please write what the article is about.

Writing for Self-Expression

Pretend you are Mrs. George and you are leaving a note to your sixteen year-old daughter telling her there is no hot water or heating. (The assessor will need to photocopy the following note paper.)

WHILE YOU WERE OUT

DATE: 24 August
TIME: 10.00 am

MESSAGE:

Dear Michelle,

____
____
____
____
____
____

Signature: Mum

Writing for Public Debate - the ability to give an opinion and reasons to support that opinion

What do you think should happen now? (Should the bill be paid? Who should pay it? Why?)

Writing for Practical Purposes

Write a letter of complaint to the Ministry of Housing stating that it must repair the heater and pay the gas bill.

Possible Maths Tasks based on "No Gas"

Choose from the following suggested questions based on the gas bill provided. Assessors may have to point out the relevant sections on the gas bill to the client in questions 3, 4 and 5.

1. Mrs. George received the gas bill on 28 July 1993. How long was she given to pay it?
2. Mrs George is on a pension and she gets a concession. How much does Mrs George need to pay? How much money did she save by getting a concession?

3a. Look at the graph. What was the daily use of gas for July 1992? And for July 1993?

3b. How much did it increase by?

4. How much did Mrs George's gas cost her per day in this account? Per week?
5. Now look at the back of the bill. How much is the supply charge for this bill?
6. Now look at the front of the bill. What is the the concession rate expressed as a percentage?
7. What percent of their total weekly income of $200 is their weekly gas charge?

Materials Required

1. The article "No Gas"
2. The gas bill
3. A phone directory
4. A street directory
5. A calendar
6. A dictionary
7. A calculator

Answers to Maths Questions based on "No Gas"

1. Exit Level One - adding, knowing July has 31 days or using a calendar
   4 days in July + 10 days in August = 14 days or 2 weeks
2. Exit Level One - subtracting with money
   $512.00 - $426.96 = $85.04 or $512 - $427 = $85

3a. Exit Level One - reading a graph and approximating a figure
Approximately 280 MJ in July 1992 and 1010 MJ in July 1993.

b. Exit Level Two - subtracting
1010 MJ - 280 MJ = 730 MJ

4. Exit Level Two - multiplication
   $8.67 times 7 = $60.69

5. Exit Level One - adding and subtracting with money using a calculator
   Exit Level Two - adding and subtracting without a calculator
   $59.52 + $441.88 = $501.40
   $512 - $501.40 = $10.60
   The supply charge for this bill of 59 days is $10.60.

6. Exit Level Three - percentage
   $85 divided by $512 = 16.6%. If you are eligible for a concession you save 16.6% on your gas bill.

7. Exit Level Three - percentage
   $60.69 divided by $200 = .3 = 30 %
   30% of their weekly income is needed to pay the gas bill.

Jail Delivered Pizza (part one)

A pizza shop, in Bathurst, New South Wales, received an order for three hundred and five pizzas last Tuesday afternoon. The order was from the local Bathurst jail. The pizzas were to be "large, Hawaiian pizzas, thin and crispy" and delivered in time for tea.

The owners of the pizza shop were suspicious, and phoned the number they had been given at the jail.

"That's right, we ordered the pizzas", an enthusiastic voice replied.

Several hours later, three cars arrived at the jail with the first instalment of 140 pizzas. Bewildered prison officers could not believe their eyes.

The prison officers were on a 24-hour strike. When prison officers go on strike, so do the kitchen staff and the jail has to make alternative arrangements for meals. But no prison employees had placed the order.

Jail Delivered Pizza (part two)

A spokesman for the prison officers said, "We realised we'd been had."

A phone call was made to the proprietors of the pizza shop cancelling the remainder of the order, but there were still one hundred and forty pizzas getting cold. The deputy superintendent of the jail decided to solve the dilemma of what to eat that night and accepted the pizzas at a cost of $1,600.

The prison officers' spokesman said that a thorough investigation was being carried out. At this stage, the assumption is that some prisoners had broken into an office and seized the opportunity to place the order.

It was the pizza shop's first, and probably last, jail delivered pizza.

The Bathurst prisoners are not the only ones keen on take-away foods. In Australia, on average, one in five meals is prepared and consumed outside the home. Fast foods may be convenient but what are the long-term implications for the health of Australians? Which fast foods promote good health and which ones are detrimental to it.

Which foods are too high in fat, sugar and salt?

It will be crucial to analyse the impact of fast foods on the health of Australians without delay. Without this information, Australians may be inadvertently jeopardising their future health.

Based on the article, "Pizza Hut corners a captive market"
16 October 1992
By Jennifer McAsey, Sydney

Pizza Hut corners a captive market

By JENNIFER McASEY,
Sydney

You've heard of home-delivery pizza, but what about jail-delivery?

In Bathurst this week, the Pizza Hut took what was probably the first and last order from the local jail.

The inmates were restless at Bathurst Jail on Tuesday. The prison officers were on a 24-hour strike, and the prisoners must have been wondering what they were going to eat that night.

When prison officers strike, there is no one to supervise the kitchen, so the jail is forced to send out for food. It appears the prisoners decided to take matters into their own hands.

About 1 pm, someone rang Pizza Hut and ordered 312 pizzas. They wanted them "large and thin", and delivered at the jail in time for dinner.

The proprietors of the pizza parlor renowned for "Makin' it Great", as the slogan goes, were quite rightly suspicious and phoned the number they had been given at the jail.

Someone answered.

"Yes, that's right, we ordered the pizzas."

So the staff set about making 312 large pizzas.

Several hours later they arrived at the jail with three cars loaded with the first instalment of 140 pizzas. Bewildered jail employees could not believe their eyes.

As a spokesman for the Department of Corrective Services said: "The penny dropped. They'd been had."

A phone call was made to Pizza Hut to stop the other 172 pizzas, but there were still 140 going cold.

According to the spokesman, the deputy jail superintendent decided to solve the problem of what to eat that night, and he accepted the 140 assorted pizzas.

The prisoners had pizza for dinner, at a cost of $1600.

The departmental spokesman said an investigation was being carried out. At this stage, the assumption was that some prisoners had managed to break the lock on a door and drag a telephone out of an office.

Reprinted with permission from The Age, 16 October 1992

Eat in or Take Away

Australians buy 45 million pizzas per year.

The largest pizza retailer sells $379 million worth of pizzas per year. It has 417 outlets which produce 22 million pizzas a year. Forty-four percent of their pizzas are home delivered.

The fast food industry has a $7.5 billion annual turnover.

The Sunday Age, 5 September 1993
Reprinted with permission from the Sunday Age

Possible Reading Comprehension Questions based on "Jail Delivered Pizza" – Levels Two and Three

Choose one or more questions from each of the following groups to assess a client's reading level.

Reading for Knowledge

a. Would you please tell me what the story is about?

b. Were there any words you didn't understand? Can you explain what these words mean? suspicious, enthusiastic, bewildered, proprietors, dilemma, jeopardised

(To answer the following questions, the client may scan the article to locate specific information.)

c. Why was there a change to the normal meal time arrangements in the jail?

d. How did the prisoners place the order?

e. How many pizzas were ordered? How many pizzas arrived?

Reading for Self-expression

a. The prisoners were keen on take-away pizza. Are there any fast foods that you like?

Reading for Public Debate

a. Do you think prison officers should be allowed to strike?

b. How has the rapid increase in sales of take-away foods affected the life-style and health of Australians? Explain.

Reading for Practical Purposes

a. Locate New South Wales on the map of Australia in the green pages of the street directory. Find Bathurst by using the index and reading the coordinates.

b. You want to place an order for a pizza. Find the phone number for a pizza shop close to your home in the phone book.

c. Locate this shop in the street directory.

Possible Writing Tasks based on "Jail Delivered Pizza"

After assessing the client's reading skills, choose one or more questions to assess the client's writing skills. Take the article away while the client writes. (The client writes on the back of the Adult Basic Education Information Form which should have been completed by the client already.)

Writing for Knowledge

You have told me what the article is about. Now please write what the article is about.

Writing for Self-Expression

My favourite fast foods

Writing for Public Debate - the ability to give an opinion and reasons to support that opinion

Do you think prison officers should be allowed to strike? or
How has the rapid increase in sales of take-away foods affected the life-style and health of Australians? Explain.

Writing for Practical Purposes

Pretend you work in a pizza shop. Someone rings in with an order and you write down the following: one regular pizza with ham, pineapple, olives and cheese.

(The assessor will need to photocopy the following order form and dictate the order to the client.)

BON APETITO PIZZA COMPANY

ORDER FORM

Date: 7/7/94
Time: 12.30 pm
Name: Pam White
Address: 157 Neerim Road
Carnegie
Order Taken By:
Order

Signature

Possible Maths Tasks based on a Pizza Menu

Choose from the following suggested questions based on use of the menu below or get a recent menu from a pizza shop. Give the client the pizza menu. Have a calculator and paper available for the client.

1. How much is a family-sized vegetarian pizza?
2. How much would the family-sized vegetarian pizza cost with olives added?
3. How much change would you get from $50.00, if you bought the family-sized vegetarian pizza with olives?
4. How much would three medium-sized "Aussie" pizzas cost?
5. Three people shared one large vegetarian pizza. Draw the pizza and divide it into three equal pieces. How much should each person pay?
6. Compare the prices of medium, large and family-sized pizzas. What is the price increase from medium to large and from large to family-sized?

BON APETITO PIZZA COMPANY — Traditional Italian Pizza

	MEDIUM	LARGE	FAMILY
Marinara tomato, cheese, prawns, oysters, clams, anchovies, olives	$12.00	$16.00	$20.00
Hawaiian tomato, cheese, ham, pineapple	$10.00	$14.00	$18.00
Capricciosa tomato, cheese, ham, mushrooms, olives	$10.50	$14.50	$18.50
Aussie tomato, cheese, ham, egg	$9.75	$13.75	$17.75
Vegetarian tomato, cheese, mushrooms, green peppers	$10.70	$14.70	$18.70
additional toppings	$0.50	$0.70	$0.90

Extra Possible Maths Tasks based on "Jail Delivered Pizza" page 81

Choose from the following suggested questions based on the article "Jail Delivered Pizza". Give the client the article "Jail Delivered Pizza". Have a calculator and paper available for the client.

1. Write out the total number of pizzas ordered in numbers.
2. One hundred and forty pizzas were delivered. How many more did the inmates order?
3. It took three cars to carry the 140 pizzas. If the pizzas were divided as equally as possible between the three cars, estimate the number of pizzas in each car.
4. What was the total cost of the 140 pizzas that were delivered? How much did each pizza cost, rounding off to the nearest cent?
5. In Australia, on average, one in five meals is prepared and consumed outside the home. How many meals per week does the average Australian eat outside the home (assuming a person eats three meals per day)?
6. The prison got the pizzas at an 18% discount. How much was the full price before the discount was taken away?

Extra Possible Maths Tasks based on "Eat in or Take Away" page 83

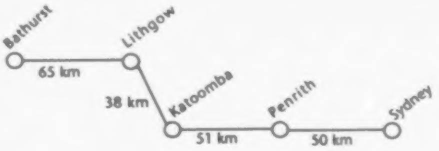
Choose from the following suggested questions based on the article "Eat in or Take Away". Give the article to the client. Have a calculator and paper available for the client.

1. Using the information from the article, what was the average price paid for a pizza last year?
2. Out of all the pizzas sold in Australia during the last year, what percentage were Pizza Hut pizzas?
3. How many pizzas does Pizza Hut home-deliver a year?

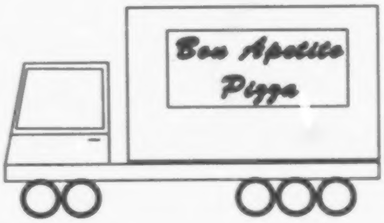
Extra Possible Maths Tasks based on "Truck Delivery of Pizza Supplies" page 88

Give the client the simple map showing the route from Sydney to Bathurst entitled "Truck Delivery of Pizza Supplies" (on page 88). Have a calculator and paper available for the client.

1. A delivery truck carries supplies from Sydney to Bathurst. Can you work out the total distance from Sydney to Bathurst?
2. The driver stops for lunch when he is half way to Bathurst. What town does he have lunch in?
3. The whole trip takes 2 1/2 hours. How long will it take to get half way?
4. When the driver has gone from Sydney to Penrith, what percentage of the trip has he completed?


Bathurst
Lithgow
Katoomba
Penrith
Sydney
65 km
38 km
51 km
50 km

Truck Delivery of Pizza Supplies

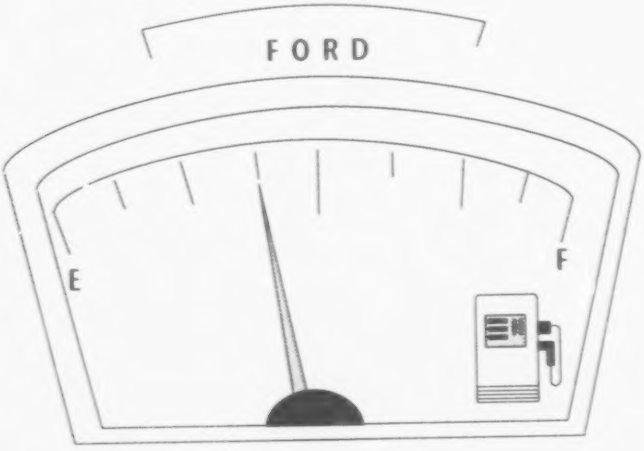

Bon Apetite
Pizza

Extra Possible Maths Tasks based on diagram "Fuel Gauge of Delivery Truck"

Give the client the diagram of the truck's fuel gauge. This is a diagram of a fuel gauge in the delivery truck. "E" is for an empty fuel tank and "F" is for a full tank. A full tank contains 60 litres. Have a calculator and paper available for the client.

1. The needle shows the tank is not full. What fraction of the tank has petrol in it?

2. If a full tank holds 60 litres, how many litres of petrol would still be in the tank?



Fuel Gauge of Delivery Truck

Acknowledgement: Beth Marr, Printing Industry

Materials Required for Assessment using Pizza Materials:

1. The article "Jail Delivered Pizza"
2. Phone directories
3. A street directory
4. Pizza menu
5. A dictionary
6. A calculator
7. Map of Sydney to Bathurst
8. Diagram of fuel gauge

Answers to Maths Questions based on the pizza menu

1. Exit Level One - reading a table
   Family-sized vegetarian pizza is $18.70

2. Exit Level One - reading from a table, adding decimals when using money, may use calculator
   $18.70 + $.90 = $19.60

3. Exit Level One - subtracting decimals when using money, may use calculator
   $50.00 - $19.60 = $30.40

4. Exit Level One - multiplying with decimals using money, may use calculator
   $9.75 x 3 = $29.25

   Exit Level Two - knows times tables and can multiply without a calculator
   $9.75 x 3 = $29.25

5. Exit Level One - the concept of common fractions (thirds), dividing decimals when using money, may use calculator
   $14.70 divided by 3 = $4.90

   Exit Level Two - knows times tables and can divide without a calculator
   $14.70 divided by 3 = $4.90

6. Exit Level Two - finding patterns in number sequences
   The price jump for both medium to large, and large to family sized is $4.00.

Answers to Maths Questions based on the article "Jail Delivered Pizza"

1. Exit Level One - read a number in words and write it in figures
   305 pizzas were ordered

2. Exit Level One - subtraction with calculator
   305 - 140 = 165 pizzas

   Exit Level Two - subtraction without a calculator
   305 - 140 = 165 pizzas

3. Exit Level Two - knowing the three times tables, dividing by the number 3 and using this information in a problem solving situation, without a calculator
   140 divided by 3 = 46 remainder 2
   47 in two cars and 46 in one car

4. Exit Level Two - division using larger numbers, may use calculator, rounding off
   $1600 ÷ 140 = $11.428571 = $11.43

5. Exit Level Two - Problem solving using simple number facts
   21 meals per week divided by 5 = an average of 4 meals per week are prepared and consumed outside the home

6. Exit Level Three - working with percentages
   The prison was given an 18% discount. It paid $1600 (82% of the full price). The full price was $1951.22 ($1600 divided by .82).

Answers to Maths Questions based on the article "Eat in or Take Away"

1. Exit Level Two - division with large numbers, may use calculator
   $379 million worth of pizzas sold by Pizza Hut ÷ 22 million pizzas sold = $379 million ÷ 22 million = $17.23 for each pizza

2. Exit Level Three - working with percentages
   22 million Pizza Hut pizzas ÷ 45 million pizzas = 49%
   Pizza Hut sold 49% of all pizzas sold in Australia in 1993

3. Exit Level Three - working with percentages
   22 million x 44% = 9.68 million pizzas are delivered by Pizza Hut per year

Answers to Maths Questions based on the article "Truck Delivery of Pizza Supplies"

1. Exit Level One - addition under 1000 with a calculator
   Exit Level Two - addition without a calculator
   65km + 38km +51km +50km = 204km

2. Exit Level One - concept of half
   Katoomba

3. Exit Level One - calculating with common fractions - one half and one quarter
   One and a quarter hours, or one hour and 15 minutes

4. Exit Level Two - estimating with commonly used fractions or percentages, converting commonly used percentages into fractions
   50km ÷ 204km = 25% or one-quarter of the total distance

Answers to Maths Questions based on the diagram "Fuel Gauge of the Delivery Truck"

1. Exit Level Two - reading a scale and using a less common fraction
   Three-eighths

2. Exit Level Two - reading a scale and using a less common fraction to solve a problem
   3/8 x 60 litres = 22.5 litres
   or 1/8 = 7.5 litres so 3 x 7.5 = 22.5 litres

Oodgeroo Noonuccal

Oodgeroo was born in 1920 on Stradbroke, an island just a few kilometres off the coast of Brisbane. She had a happy childhood among the "ferns and flowers growing near the white miles of sand, stretching as far as the eye could see."

Her father was a ganger on an Aboriginal work gang. He was a very determined man who could "turn his hand to anything." The Government paid him a low weekly wage plus white man's rations to feed his seven children.

Oodgeroo says they would have died on the rations if they hadn't known how to live Aboriginal-style. All of the white man's tucker they fed to the chooks. The family lived on parrots, bandicoots, fish and mud oysters. Dugong was a rare delicacy as they were allowed to take only three a year from the sea.

From her father, Oodgeroo learned to respect the sea, and to live in harmony with nature.

At school, Oodgeroo was a bright but lazy girl who "mucked about" a lot. She came top of her class only once when the teacher offered a prize of five shillings for the person with top marks. Oodgeroo won that five shillings, because she needed it.

Every Sunday, Oodgeroo and her brothers and sisters visited their grannies who lived close by on the island. They chopped up their grannies' tobacco, peeled the vegetables and fetched water and firewood. It was the children's Sunday job. It was also part of their Aboriginal education. The grannies taught them all sorts of things about the Aboriginal culture.

Oodgeroo's father hated racial discrimination. He would tell his children, "Whatever you do in that white world, just don't do it as well - do it better than a white person."

Stubbornness and determination are two qualities Oodgeroo inherited from her educated father. Her mother never learned to read. She did not have the answers to her daughter's endless questions.

From an early age Oodgeroo experienced discrimination and intolerance, but she never accepted that those prejudices could not be changed. "I think I always believed that there had to be an Australia where the Aboriginal people took their rightful place at the same level as any other race in this country." Oodgeroo never felt she was a second-class citizen, although she was often treated as one.

At the age of 44, Oodgeroo's first book of poems, "We Are Going" was published. She was the first Aborigine to have poetry published. Her poems help whites to see the world from a black perspective. She is one of the best-selling Australian poets of all time, and at no time did she surrender her Aboriginal identity.

In the early 1970's, Oodgeroo moved back to Stradbroke Island and opened her home "Moongalba" as a holiday camp for children, both Aboriginal and white. She exclusively used her Aboriginal name, Oodgeroo Noonuccal, instead of her other name, Kath Walker.

Oodgeroo taught the children how to find shellfish, fish and crabs, what's nutritious to eat in the bush and how to cook Aboriginal-style. She also taught them about the cultures of all the different races through art objects and artifacts collected during her travels all over the world.

She found her work rewarding, valuable and exhilarating. "Children are the men and women of tomorrow. It's the children who are going to change this world for the better, not the adults," Oodgeroo optimistically stated. Thousands of children have visited Moongalba.

Oodgeroo was chief consultant for a national Aboriginal study subject to be taught to all students training to be primary school teachers. The project was the result of Oodgeroo's belief that non-Aboriginal students wanted to learn about Aboriginal issues and culture but needed relevant training.

Oodgeroo worked to increase the dialogue between white people and Aboriginal people, to prevent relationships deteriorating into patronising, superficial interactions. She was a vehicle for reconciliation among all races in Australia. Oodgeroo had a strong fundamental philosophical belief in the equality of all humanity.

Oodgeroo died in September 1993 in Brisbane of cancer and was buried on her beloved Stradbroke Island. She was a well respected educator and leader, and a legend among the Aboriginal communities. She spent her life fighting for justice for all Australians. As she died she told her son, Dennis Walker, "I need to rest, but others will follow my work and my work will be done."

Dennis Walker has vowed to continue his mother's long struggle to achieve racial reconciliation in Australia.

Adapted from "The Struggle Goes On" by Greg Roberts,
The Bulletin, 5 October 1993

Possible Reading Comprehension Questions based on "Oodgeroo Noonuccal" – Levels Three and Four

Choose one or more questions from each of the following groups to assess the client's reading level.

Reading for Knowledge

a. Would you please tell what the story is about?

b. Were there any words you didn't understand? (Discuss a few words with client e.g. delicacy, intolerance, prejudice, exhilarating, optimistically).

c. What did Oodgeroo eat as a child? What is a dugong?

d. What was her Sunday job when she was a child? How was this important in her later life?

e. Why was Oodgeroo well known in both Australia and overseas?

f. What were some of the things Oodgeroo did to spread racial harmony?

Reading for Self-expression

a. Oodgeroo has inspired many Australians to live in harmony with both nature and people of all cultures. She is a hero to many Australians. Can you think of someone who has inspired you? Who? Explain.

b. Oodgeroo had a strong, spiritual attachment to Stradbroke Island. Do you have a place which has a special meaning to you? Explain.

Reading for Public Debate

a. What things would you suggest to improve racial harmony in this country?

b. Can poetry change people's attitudes? Explain.

c. In her later years, Oodgeroo spent her time and energies educating children. Is educating adults a waste of time?

Reading for Practical Purposes

Find Stradbroke Island on a map. Estimate the distance to Brisbane.

Possible Writing Tasks based on "Oodgeroo Noonuccal"

After assessing the client's reading skills, choose one or more questions to assess the client's writing skills. Take the article away while the client writes. (The client writes on the back of the Adult Basic Education Information Form which should have been completed by the client already.)

Writing for Knowledge

What things were important to Oodgeroo?

Writing for Self-Expression

Oodgeroo has inspired all Australians to live in harmony with both nature and people of all cultures. She was a hero to many Australians. Can you think of someone who has inspired you? Who? Why has this person inspired you?

Oodgeroo had a strong, spiritual attachment to Stradbroke Island. Do you have a place which has a special meaning to you? Describe this place and your relationship to it.

Writing for Public Debate - the ability to give an opinion and reasons to support that opinion

a. In your opinion, what would be the best way to increase racial harmony in this country?

b. Can poetry change people's attitudes? Explain.

c. In her later years, Oodgeroo spent her time and energies educating children. Is educating adults a waste of time? Explain.

Writing for Practical Purposes

Write a letter of request to your local library or College library asking the head librarian to send you a list of all Kath Walker's poetry books. Ask for publication details.

Possible Maths Tasks based on "Oodgeroo Noonuccal"

Choose from the following suggested questions based on the article, "Oodgeroo Noonuccal". Have a calculator and paper available for the client.

1. How old was Oodgeroo Noonuccal when she died?

2. What year did she publish her first book of poems?

3. If one shilling is 10 cents, how much money (in cents) did she get when won her prize at school?

4. In 1991 the total population of Australia was 16, 849, 000. The number of Aboriginal people was 257, 000. What percentage of the total Australian population was the Aboriginal population in 1991?

5. Aboriginal men have a life expectancy of 57 years and Aboriginal women have a life expectancy of 63 years. In both cases this is 17 years less than the life span for non-Aboriginal Australian men and women. How much shorter is this life expectancy expressed as percentages for both Aboriginal men and women?

6. In 1788 the Aboriginal population was estimated to be 314 000. One hundred and thirty years later the Aboriginal population had dropped to its lowest recorded level of 76 000. What percentage drop in the Aboriginal population does this represent over this period of 130 years?

Sources: Australian Bureau of Statistics data, 1992.

Materials Required for Assessment Tasks based on "Oodgeroo Noonuccal":

1. The article "Oodgeroo Noonuccal"
2. A street directory - with a map of Queensland
3. A dictionary
4. A calculator

Answers to maths questions from "Oodgeroo Noonuccal"

1. Exit Level One - simple subtracting, may use a calculator or counters

   Exit Level Two - simple subtracting without a calculator

   1993 - 1920 = 73 years old

2. Exit Level One - simple addition, may use a calculator or counters

   1920 + 44 years = 1964 when her first book of poems was published

3. Exit Level Two - concept of multiplication

   10 cents/shilling x 5 shillings = 50 cents

4. Exit Level Three - using percentages in problem solving

   257,000 / 16, 849, 000 =1.5%

5. Exit Level Three - using percentages in problem solving

   Men 57/72 = 79%,

   Aboriginal men live 79% of the average male non-Aboriginal lifespan, or

   Aboriginal men have a 21% shorter life expectancy than non-Aboriginal men.

   Women 63/80 = 78.75%,

   Aboriginal women live 78.75% of the average female non-Aboriginal lifespan, or

   Aboriginal women have a 21% shorter life expectancy than non-Aboriginal women.

6. Exit Level Three - using percentages in problem solving

   Only about 1/4 (24%) of the 1788 Aboriginal population existed in 1918.
   This means there was a 76% drop in the Aboriginal population over this period.

PART THREE

ON-COURSE ASSESSMENT

1. INTRODUCTION TO ON-COURSE ASSESSMENT

On-course assessment is an integral part of the process of teaching Adult Basic Education. It is most important to alert students to signs of their progress. These signs of progress are a reward for their efforts. The Certificates of General Education for Adults formally recognise students' progress and achievements. On-course assessment plays a vital role in providing students with continuous feedback so they are able to monitor their own progress.

The mechanisms for on-course assessment are discussed in the section on Competency-Based Assessment in Part One: 2 and 3.

The following is a model of on-course assessment within Adult Basic Education provision and includes recommendations for record keeping. Other models should be considered by teachers as well. It is important that teachers are flexible and adapt their on-course assessment procedures to meet the needs and priorities of their particular classes of Adult Basic Education students, while still meeting the requirements of the Certificates of General Education for Adults.

Assessment and evaluation are two different processes. The assessment process judges an individual student's competencies while the evaluation process collects and analyses data and then makes decisions as to the benefits of a program.

The Why, What and When of On-course Assessment

Why?

So students are able to:

1. Monitor their rate of progress
2. Assess their progress in relationship to their goals and the objectives of the program
3. Review and reset their goals and their expectations of the class and teacher, and if needed, to renegotiate or modify the program
4. Pinpoint difficulties and strengths in their learning processes
5. Take responsibility for their own learning through self-assessment
6. Re-evaluate their long-term goals and try to foresee any difficulties that may arise

Why?

So a class of students, as a group, will be able to:

1. Assess the learning environment, including the degree of support for fellow students and the amount of cooperative learning
2. Assess group goals and renegotiate these goals, if necessary

Why?

So the teacher will be able to:

1. Decide what help students need in order to gain competency
2. Obtain feedback from students in order to gauge their satisfaction regarding the content and delivery of the program
3. Assess how effective a curriculum is for individual students and what modifcations may be necessary
4. Become more sensitive to the students' needs, through reflection
5. Accommodate individual goals and group goals

What?

The following is a list of areas to be considered in on-going assessment:

1. Demonstrations by students of the performance criteria of the elements within each module, as set out by the Certificates of General Education for Adults, the recording of the results and reporting back to students.
2. Evidence of competency: students' products such as folios, journals, pieces for publication, projects, etc.
3. Teachers' observations of learning strategies and resourcefulness exhibited by students – the processes learned
4. Levels of independence, responsibility, confidence and interest shown by the students
5. Ability of students to participate cooperatively in groups
6. Evidence of skills transferred to other contexts - outside the class
7. Students' ability to set increasingly more appropriate, realistic and specific goals in order to meet their needs
8. Signs of progress – completion of increasingly complex tasks with greater speed and accuracy
9. Self-assessment by students
10. Attendance and notification of non-attendance
11. Homework done on a regular basis
12. Documentation of changes shown by students in knowledge, skills or attitudes.

On what basis?

The methods of on-course assessment can involve one or more of the following:

1. Individual basis - one-to-one conferences, individual folios and projects
2. Group basis - total group and/or small groups within large groups, group projects and publications
3. Self-assessment

When? On-course assessment may occur at any of the following times:

1. At every session
2. On completion of a specific objective
3. Through reflective journal writing as a means of self-assessment at the end of sessions
4. As determined by goal-setting
5. At a critical learning incident or at a crisis point
6. At the end of a program - exit reports and end-of-course interview

2. READING AND WRITING MODULES

These summaries were written to help clarify the purposes and structures of the four domains (Self-Expression, Practical Purposes, Knowledge, Public Debate) covered in the Reading/ Writing Modules of the CGE for Adults. Information from both the Background Works in Reading and Writing and the performance criteria of the CGE for Adults has been combined in these summaries. Only when teachers clearly understand and agree on what the original competencies of the CGE for Adults mean, can they recommend meaningful changes to these certificates.

These summaries are based on the assumption that a text will have one main style, although it may contain aspects of other styles.

The elements here are the same as those described in the Reading/Writing Modules of the CGE for Adults, but the performance criteria are not necessarily in the same order. When assessing an assessment task, it is recommended that the teacher assess the more critical performance criteria first and then assess the more specific skills.

WRITING ELEMENTS

The organisation for the writing elements is in the following order:

1. Subject Matter
    a. meaning expressed and purpose met in the four domains
    self-expression – experiences/ideas recounted or stories created in order to explore themes
    practical purposes – instructions for procedures described
    knowledge – topics investigated by stating, explaining and classifying information, concepts and/or theories
    public debate – opinions expressed and justified and issues analysed

    b. level of familiarity expressed

2. Tone
    a. point of view expressed – from a personally immediate point of view to a range of viewpoints

    b. level of formality expressed

3. Language Used
    a. appropriate vocabulary chosen and defined

    b. descriptive details provided

4. Structure and Organisation at the sentence, paragraph and text level
    a. sequence/logical order shown

    b. cohesive text created

    c. requirements met regarding the length of the piece of writing

5. Level of Accuracy in Spelling Shown

6. Grammar Used
   – linking devices
   – verbs
   – nouns
   – pronouns

Range of Subject Matter

Conditions

Examples of Writing Tasks

Possible Issues

(Numbers 1 - 6 above list the performance criteria of the writing elements.)

An Overview of the Writing Elements - Levels One through Four

1. **Subject Matter**

Exit Level One
The student writes about familiar material – recounts a single idea or experience / describes a simple procedure / states a few facts on a topic within a subject area / expresses an opinion on an issue of public concern

Exit Level Two
The student writes about mostly familiar material – combines more than one idea or experience / describes a procedure / combines several facts and explanations on a topic within a subject area / expresses and justifies an opinion on an issue of public concern

Exit Level Three
The student writes mainly about material beyond the personal – combines several external ideas or experiences / describes a procedure / classifies different topics, facts or explanations within a subject area / analyses an issue of public concern

Exit Level Four
The student explores themes, describes procedures, explains concepts and theories, and analyses issues which are more abstract, complex and unfamiliar

2. **Tone**

Exit Level One
The student expresses a personal point of view (in Self-Expression and Public Debate)

Exit Level Two
The student

- links familiar material to other times and places so it becomes broader than the personally immediate (in Self-Expression)

- expresses a point of view and a reason for that point of view (in Public Debate)

Exit Level Three
The student

- links the material to more general ideas or themes beyond the personal point of view (in Self-Expression)
- expresses reasons for a point of view and expresses at least one other point of view (in Public Debate)
- writes in the appropriate tone for a particular audience with a specific purpose

Exit Level Four
The student

- explores (Self-Expression) and analyses (Public Debate) a range of view points, and
- writes in the appropriate tone for a particular audience with a specific purpose

3. Language Used

Exit Level One

- uses everyday general terms

Exit Level Two

- uses some technical language

Exit Level Three

- defines and uses appropriate technical terms

Exit Level Four

- defines and uses specialist technical terms

4. Structure and Organisation

Exit Level One
The student

- writes logically ordered sentences, and
- links words and phrases into cohesive sentences

Exit Level Two
The student

- writes a logically ordered paragraph with a main idea, and
- links sentences into a cohesive paragraph

Exit Level Three
The student

- writes logically ordered paragraphs, each with a topic sentence, and
- links paragraphs into a short cohesive text

Exit Level Four
The student

- writes a logically ordered, cohesive and more complex text

READING ELEMENTS

The organisation for the reading elements is in the following order:

1. Understanding the Reading – Comprehension
   a. purpose of the text identified
   b. intended audience identified
   c. main point/s or position identified
   d. examples and/or evidence to support main point/s identified
   e. summary given
   f. conclusions identified

2. Language Used
   a. key words and phrases located and explained
   b. specific details described
   c. technical words defined and explained
   d. language devices and grammatical structures identified e.g. linking devices, pursuasive devices, etc.

3. Structure and Organisation
   a. main stages of the text identified
   b. sequence of ideas identified

4. Application
   a. task performed (when appropriate)
   b. information extracted and used
   c. links to student's prior knowledge examined
   d. comparisons and contrasts made to similar texts

5. Giving an Opinion – Critique
   a. opinion about the subject matter expressed
   b. opinion about the content expressed – either the whole text or a specific part of it
   c. effectiveness of the text evaluated
      – strengths and weaknesses identified
      – any missing or misleading information identified
      – material assessed as to how appropriate, logical, valid or relevant it is
   d. point/s of view and conclusions in text detected and analysed (both stated and implied point/s of view)
   e. the point of view expressed in the text and the student's personal point of view compared and analysed

6. Using a Variety of Reading Strategies – detailed list is found is Element 1.5, page 105
    a. skimming text for main point/s
    b. scanning text for specific details

Range – characteristics of the reading text are listed

Conditions – dictionary of own choice available

Examples of Reading Texts

Examples of Assessment Tasks

(Numbers 1-6 above are the performance criteria for the reading elements)

Notes Pertaining to the Reading/Writing Modules

1. References to the length of reading material have been omitted here, because students may not understand that a longer piece of reading with more opportunity for repetition and explanation may be easier to read than a shorter, more dense text.

2. Suggested strategies for students to use in "reading for meaning" are included in Element 1.5 Personal Reading. These were included to emphasise the importance of the processes of reading as well as the products of reading. Although these strategies are only listed at Level One, they should be taught at all levels.

3. At Levels 1 and 2, assessment tasks should deal with familiar material. The teacher's role in familiarising students with a topic, linking their collective background knowledge on that topic, exploring their existing attitudes and helping them predict the content and point of view of new material, are all necessary pre-reading activities. This means that in classes at Level 1 or 2, teachers must make the subject matter familiar to all students prior to assigning any assessment tasks.

4. If the Certificates of General Education for Adults are used for English as a Second Language (ESL) students, it would be helpful to more clearly define some aspects of the language used at each level.

5. In the Reading modules, the tone (e.g. detects and analyses the point of view expressed in the text) is not written as separate performance criteria, but is listed within the performance criteria named 'Giving an Opinion'. The headings for the performance criteria in Reading compared to the Writing, differ in this respect.

A Guide to Writing and Reading in Four Different Styles - Exit Level One

Element 1.1 Personal Writing — Self Expression

1. Subject Matter - The student

   - recounts a familiar single activity, idea or experience

2. Tone - The student

   - expresses a personal point of view

3. Language Used - The student

   - uses everyday general terms

4. Structure and Organisation - The student

   a) writes in sentences (one or two) and punctuates them correctly

   b) writes in a logical order (usually chronological order)

5. Spelling – The student

   - shows uneven accuracy in spelling

6. Grammar – The student

   - uses linking words (like "and", "but")

   - uses standard English unevenly

Range – Subject Matter

- covers familiar themes that explore the meaning of personal and cultural identity

Conditions - The student

a) has access to a dictionary of his/her own choice

b) has the opportunity to proof-read his/her piece of writing

Examples of

a) student writing - diaries, stories, autobiographies, descriptions of your family or home, postcards, personal letters, greeting cards, etc.

b) student tasks - write a post card to your class when you are on a holiday, describe your family or your favourite holiday place, etc.

Element 1.5 Personal Reading – Self Expression

1. Understanding the Reading. The student
   - retells what the story is generally about or graphically communicates the meaning
2. Language Used – The student
   - identifies specific details about the people (who), the setting (where and when), events (what happened), and information (how and why)
3. Structure and Organisation – (no performance criteria given)
4. Application – The student
   - links the story to what he/she already knows about the subject
5. Giving an Opinion. The student
   a) gives an opinion about the content of the story

   b) gives an opinion about how effectively the story is presented
6. Using a Variety of Reading Strategies. The student
   a) uses the title, headings, photographs, diagrams, layout, tables and charts to predict what the text will be about, to identify what type of writing it is, to predict why it was written and for whom it was written

   b) skims the text to predict what the text will be about, to identify what type of writing it is, to predict why it was written and for whom it was written

   c) when coming to an unknown word, reads on into the text to understand the surrounding text and then makes an educated guess

   d) uses what he/she already knows about a subject to predict unknown words, to clarify meanings, to interpret information and to detect biases

   e) re-reads the text when the meaning is lost, substitutes other possible words for unknown ones, checks for meaning and self-corrects

   f) locates clues which point out synonyms, antonyms, examples and summaries to help predict unknown words and clarify meanings.

   g) identifies the function of an unknown word in context (e.g. noun, verb, etc.) and uses this information to help predict the word

   h) scans the text looking for specific details

   i) discusses content with somebody if he/she is unsure of the meaning; asks appropriate questions to enable him/her to reach a better understanding of the text

- j) uses "word attack" skills
  - breaks words into syllables
  - recognises word families - a base word, and different suffixes and prefixes which go with it
  - sounds out words
- k) identifies and explains the meaning of any key words or phrases, using a dictionary or other references when necessary

Range – Characteristics of the narrative text at Level One. It

a) presents characters, settings and events

b) uses everyday language

c) relies on illustrations accompanying the story (where appropriate)

d) uses simple predictable sentence structure

Conditions – The student has access to a dictionary of his/her own choice

Examples of

- a) student reading - short stories, biographies, interviews, poems, songs, etc.
- b) student tasks - uses the reading as a model for his/her own writing, uses the reading to write about a person in the story, writes a time-line for the events in a story, etc.

Element 1.2 Practical Writing

1. Subject Matter - The student
   - describes a familiar procedure
2. Tone - (no performance criteria given)
3. Language Used - The student
   - uses everyday general terms to refer to the steps in a process or the ingredients
4. Structure and Organisation - The student
   - a) writes one to two sentences
   - b) writes short, practical step-by-step instructions in order, often numbered
   - c) includes maps or diagrams, if appropriate
5. Spelling – The student
   - shows uneven accuracy in spelling
6. Grammar – The student
   - uses standard English unevenly

Range – Subject Matter

- covers procedures that are connected to practical activities in a community, a workplace, a bureaucracy or at home.

Conditions - The student

a) has access to a dictionary of his/her own choice

b) has the opportunity to proof-read his/her own piece of writing

Examples of

a) student writing - filling in forms, directions, recipes, work routines, signs, notices, street maps, phone messages, etc.

b) student tasks - fill in a form to join the library, write a note telling someone how to get to your house from the classroom, etc.

Element 1.6 Practical Reading

1. Understanding the Reading. The student
   - identifies the purpose of the procedure from the graphics and layout
2. Language Used – The student
   - identifies key words
3. Structure and Organisation – (no performance criteria given)
4. Application – The student
   a) links this information to what he/she already knows about the procedure
   b) performs the task when appropriate
5. Giving an Opinion. The student
   a) gives an opinion about the subject matter of the instructions
   b) gives an opinion about the way the instructions are presented
   c) determines if more information is needed

Range – Characteristics of the practical text at Level One. It

a) is a step-by-step set of instructions
b) describes a familiar procedure
c) is written in everyday language
d) often includes diagrams
e) uses simple sentence structures

Conditions – The student has access to a dictionary of his/her own choice

Examples of

a) student reading - Melways, phone directory, recipes, instructions, bills, menus, government pamphlets, charts, graphs, etc.

b) student tasks - order a jumbled set of instructions, write directions on how to get from your house to the local milk bar, explain a simple flow chart, etc.

Element 1.3 Factual Writing — Knowledge

1. Subject Matter - The student

   – informs by writing several facts (1 or 2 items) about a familiar subject

2. Tone - The student

   – writes in an objective formal tone

3. Language Used - The student

   – uses everyday language

4. Structure and Organisation - The student

   a) describes or explains one or two items of information

   b) writes in simple sentences (one or two)

   c) includes maps or diagrams when appropriate

5. Spelling – The student

   – shows uneven accuracy in spelling

6. Grammar – The student

   a) mainly uses the present tense

   b) uses he _____, she ______ or they _______ (third person pronouns)

   c) uses standard grammar unevenly

Range - Subject Matter

- covers topics chosen to help educate people so they can better understand issues dealing with health, environment, safety, the humanities, technology, etc.

Conditions - The student

a) has access to a dictionary of his/her own choice

b) has the opportunity to proof-read his/her own piece of writing

Examples of

a) student writing - projects, reports, summaries of newspaper articles or T.V. documentaries

b) student tasks - write factual statements about your favourite places in Melbourne, etc.

Element 1.7 Factual Reading — Knowledge

1. Understanding the Reading. The student
   - identifies the main point in the reading
2. Language Used – The student
   - locates specific information
3. Structure and Organisation – (no performance criteria given)
4. Application – The student
   - links this information to what he/she already knows about a topic
5. Giving an Opinion. The student
   a) gives an opinion about the topic
   b) gives an opinion about the way the information is presented

Range – Characteristics of the factual text at Level One. It:

a) contains information about familiar topics related to science, technology, humanities or other subjects

b) is written in everyday language

c) does not give opinions or show emotions (objective)

d) includes diagrams or pictures

e) uses simple sentence structures

Conditions – The student has access to a dictionary of his/her own choice

Examples of

a) student reading - simple encyclopaedias, dictionaries, non-fiction books, text books, newspaper articles, etc.

b) student tasks - find the headings in an article and explain how the information is organised, explain the purpose of diagrams or pictures in a reading, etc.

Element 1.4 Writing for Public Debate

1. Subject Matter - The student

   - expresses an opinion dealing with a familiar issue (does not need to include proof)

2. Tone - The student

   - expresses a personal view (can be unconditional)

3. Language Used - (no performance criteria given)

4. Structure and Organisation - The student

   - writes in complete, punctuated sentences (one or two)

5. Spelling – The student

   - shows uneven accuracy in spelling

6. Grammar – The student

   - uses standard grammar unevely

Range – Subject Matter

- covers issues chosen that enable students to join in public debate on familiar matters of public concern

Conditions - The student

a) has access to a dictionary of his/her own choice

b) has the opportunity to proof-read his/her own piece of writing

Examples -

a) student writing - letters to the editor, letters to government officials, advertisements, an opinion about a newspaper article, etc.

b) student tasks - write your opinion about a newspaper article or advertisement to send to your local paper

Element 1.8 Reading for Public Debate

1. Understanding the Reading. The student
   - a) states the position presented
   - b) identifies reasons in the text to back up this position
2. Language used – (no performance criteria given)
3. Structure and Organisation – (no performance criteria given)
4. Application. The student
   - links to what he/she already knows about the issue
5. Giving an Opinion. The student
   - a) gives an opinion on the strengths and weaknesses of the position put in the text and provides a reason for this opinion
   - b) gives his/her own opinion on the issue

Range – Characteristics of persuasive text at Level One. It

a) deals with a familiar topic of public concern

b) states an opinion and tries to persuade the reader to agree with that opinion

c) uses strong everyday language - must, should, etc.

d) uses simple sentence structures and often includes supportive illustrations

Conditions – The student has acess to a dictionary of his/her own choice

Examples of

a) student reading - editorials, political speeches, letters to the editor, newspapers, pressure group material, etc.

b) student tasks - explain the point of view given in a pamphlet, give your point of view after watching a current affairs program, etc.

A Guide to Writing and Reading in Four Different Styles - Exit Level Two

Element 2.1 Personal Writing - Self-Expression

1. Subject Matter - The student
    - a) combines descriptions of a few related familiar experiences, events and/or ideas (two to four) into one theme or story (either real or imagined)
    - b) links familiar material to other times and places
2. Tone - The student
    - a) broadens the personal point of view beyond the personally immediate
    - b) writes in an informal, relaxed style
3. Language Used - The student
    - – uses descriptive details about people, settings or events to get the reader to recreate the experience in his/her imagination (describes contexts and thoughts considered unfamiliar to the reader)
4. Structure and Organisation - The student
    - a) writes a logically ordered paragraph
    - b) links sentences into a cohesive paragraph
5. Spelling – The student
    - – shows spasmodic accuracy in spelling
6. Grammar – The student
    - a) uses linking devices to do with time - then, later, after, etc.
    - b) uses personal pronouns correctly -
      I thought, he felt, she imagined, we agreed, they decided, etc. asked me, encouraged him, helped her, took us, forgave them, etc. mine, his, hers, its, ours, theirs, yours
    - c) uses standard grammar with spasmodic accuracy

Range - Subject Matter

– covers familiar themes that explore the meaning of personal and cultural identity.

Conditions - The student

a) has access to a dictionary of his/her own choice

b) has the opportunity to proof-read his/her own piece of writing

Possible examples of

a) student writing - diaries, stories, autobiographies, biographies, creative writing, interviews, personal letters, poems, etc.

b) student tasks - The Jobs I Have Had, My Most Exciting Holiday, etc.

Possible issues - Who am I? What roles do you play and what are the specific groups you identify with? Do you belong to a group or do you feel alone?

Element 2.5 Personal Reading — Self Expression

1. Understanding the Reading. The student
   - identifies the main point of the story
2. Language used. The student
   - locates descriptive details about the people, the setting, events, and information
3. Structure and Organisation
   - describes the general sequence of the story
4. Application. The student
   a) links the content to his/her prior knowledge or experiences
   b) compares it to other similar stories
5. Giving an Opinion. The student
   a) gives an opinion about the story as a whole
   b) gives an opinion about particular character/s in the story

Range – Characteristics of the narrative text at Level Two. It

a) presents mostly familiar characters, settings and events

b) uses mostly everyday language

c) contains related illustrations (when possible)

d) uses a variety of sentence structures

e) is in chronological order

f) uses conjunctions of time

g) will express more than one point of view (more than one clearly indicated voice)

Conditions – The student has access to a dictionary of his/her own choice

Examples of

a) student reading - short stories, biographies, personal interviews, poems, songs, etc.

b) student tasks - write a retell of a short story; use the reading to describe a character in the story; compare two short stories by writing how they are alike and how they are different; write about the story from two different points of view; explain the purpose of related illustrations; compare and contrast the lyrics of two different songs on the same theme, etc.

Element 2.2 Practical Writing - Procedure

1. Subject Matter - The student
   - writes easy-to-follow, step-by-step instructions for a familiar procedure
2. Tone - The student (no performance criteria given)
3. Language Used - The student
   a) describes the process clearly

   b) gives specific factual descriptions of materials, tools or ingredients (e.g. amount, size, shape, colour)
4. Structure and Organisation - The student
   a) follows a familiar format

   b) writes statements of step-by-step instructions in order, often numbered

   c) includes headings and lists of materials, tools or ingredients (could also include graphs, diagrams, charts, maps, etc.) to create an orderly, sequenced text

   d) uses maths for measuring, when appropriate
5. Spelling – The student
   - shows spasmodic accuracy in spelling
6. Grammar – The student
   a) uses linking words to do with time - first, then, while, after, etc.

   b) uses standard grammar with spasmodic accuracy etc.

Range - Subject Matter

- covers procedures that are chosen to help people function effectively in a community, a workplace, a government, a bureaucracy or at home

Conditions - The student

a) has access to a dictionary of his/her own choice

b) has the opportunity to proof-read his/her own piece of writing

Possible examples of

a) student writing - directions, recipes, work routines, forms, signs, notices, street maps, phone messages, letters of complaint, letters of request, etc.

b) student tasks - complete a form to apply for a telephone connection, write a list of instructions for someone staying at your house for a week, etc.

Possible Issue - What does privacy mean in our society?

Element 2.6 Practical Reading - Procedural

1. Understanding the Reading. The student
   - states the purpose of the procedure from the layout, headings and graphics
2. Language Used. The student
   a) explains any key unknown words
   b) locates specific details
3. Structure and Organisation – (no performance criteria given)
4. Application. The student
   a) links any past information or experience he/she has had with this type of procedure
   b) performs the task when appropriate
5. Giving an Opinion. The student
   a) gives an opinion about the way the instructions are presented and determines if more information is needed
   c) explains the difference between the instructions given and any other messages within the reading

Range – Characteristics of the procedural text at Level Two. It

a) includes step-by-step instructions about familiar procedures
b) is written mostly in everyday terms, in a formal tone
c) often includes diagrams, graphs, maps, etc.
d) uses a familiar procedural format
e) has headings and sub-headings
f) uses more than one sentence type

Conditions – The student has access to a dictionary of his/her own choice

Examples of

a) student reading - Melways, phone directories, recipes, instructions, bills, menus, government pamphlets, charts, graphs, how-to-vote cards, forms, etc.

b) student tasks - instruct someone to use an automatic teller machine, use the telephone directory to find out how to make an interstate call and price it, ring a government department to get information, (include your evaluation of the effectiveness of the instructions and recommend additional information if needed), etc.

Element 2.3 Factual Writing - Knowledge

1. Subject Matter - The student
   - informs by writing a report with several items of factual information and/or explanations on one topic
2. Tone - The student
   - writes in a neutral tone as if he/she were a researcher or reporter on the topic
3. Language Used - The student
   - uses some technical language
4. Structures and Organisation - The student
   - a) writes one paragraph
   - b) starts with a general statement (stating the main point/s) followed by a description and/or an explanation of how or why something happens
   - c) writes in a logical order, organised by classification, connections, or cause and effect relationships
   - d) includes illustrations, maps and statistical information in tables and graphs, when appropriate
5. Spelling – The student
   - shows spasmodic accuracy in spelling
6. Grammar – The student
   - a) uses linking words which show cause and effect - because, due to, so, etc.
   - b) mainly uses verbs that convey action for describing and explaining events and/or procedures
   - c) uses standard grammar with spasmodic accuracy

Range - Subject Matter

- covers topics that are related to health, environment, safety, humanities, technology and other areas of study

Conditions - The student

a) has access to a dictionary and thesaurus of his/her own choice

b) has the opportunity to proof-read his/her own piece of writing

c) has the opportunity to use research skills

Possible examples of:

a) student writing - reports, projects, etc.

b) student tasks - write a short report on the history of your suburb, write a short report for your school newsletter on the support services offered by your local council, briefly explain how the eye works in a report (including diagrams)

Possible Issue - How to separate reliable facts from opinion

Element 2.7 Factual Reading — Knowledge

1. Understanding the Reading. The student
   a) indentifies the purpose of the text
   b) identifies the sentences that summarise the main point of the reading
2. Language Used. The student
   – explains the difference between general statements and specific features or examples
3. Structure and Organisation – (no performance criteria given)
4. Application. The student
   – links this information to what he/she already knows about a topic
5. Giving an Opinion. The student
   a) gives an opinion about the topic
   b) identifies any explicitly expressed opinions

Range – Characteristics of a short reference or informative text at Level Two. It

a) contains information about mostly familiar topics, related to science, technology, humanities or other subjects
b) is mostly written in everyday terms
c) is written in the formal tone of the third person
d) describes how events and ideas relate to each other (cause and effect)
e) is logically ordered
f) is an objective description or explanation and not a personal one

Conditions – The student has access to a dictionary of his/her own choice

Examples of:

a) student reading - encyclopaedias, non-fiction books, text books, feature articles in newspapers and magazines, T.V. documentaries, world maps, etc.
b) student tasks - summarise the main idea of a short, factual magazine article on a health issue and give your opinion about the topic; read classified advertisements, choose a good buy and identify any opinions expressed in these ads.

Element 2.4 Writing for Public Debate

1. Subject Matter - The student
   - a) states a position on an issue of both public concern and personal interest and tries to persuade the reader to agree with his/her stated point of view, and
   - b) gives evidence to back up this position on the basis of personal/popular knowledge
2. Tone - The student
   - appeals to the reader's emotions
3. Language Used - The student
   - uses emotive words (like must, should) and/or uses exclamations to appeal to the reader's emotions
4. Structure and Organisation - The student
   - a) writes a coherent and cohesive paragraph with one main point
   - b) clearly states a position and follows with a reason to back it up
   - c) refers to an expert or to statistics to back up an argument, when appropriate
5. Spelling – The student
   - shows spasmodic accuracy in spelling
6. Grammar – The student
   - a) uses linking words and phrases to show cause and effect - because, on the other hand, another reason, so, etc.
   - b) uses standard grammar with spasmodic accuracy

Range - Subject Matter

- covers issues that are of social and public concern because citizens in a democracy need to be able to participate in public debate - to either criticise or support policies

Conditions - The student

a) has access to a dictionary and thesaurus of his/her own choice

b) has the opportunity to proof-read his/her own piece of writing

Possible examples of

a) student writing - letters to the editor of newspapers and magazines, political debates, essays for educational courses, letters to government officials, etc.

b) student task - write one paragraph giving your opinion on immigration, unemployment, education, environmental issues, etc.

  - write an advertisement for your Adult Basic Education Program persuading others to join

Possible Issues - Am I being manipulated by the arguments used by this author? What biases does this author show?

Element 2.8 Reading for Public Debate

1. Understanding the Reading. The student

    a) identifies the purpose of the text

    b) differentiates between out the position stated and the evidence the author gives to back-up that position

2. Language Used. The student

    - identifies devices the author uses to persuade the reader and explains how these affect the reader

3. Structure and Organisation – (no performance criteria)

4. Application. The student

    - compares the content to what he/she already knows about the issue

5. Giving an Opinion. The student

    - gives an opinion on how effectively the text persuades its readers and gives reasons to back up that opinion

Range – Characteristics of the persuasive text at Level Two. It

a) deals with a familiar issue of public concern

b) states a point of view and gives evidence for that point of view

c) tries to persuade the reader to agree with that point of view

d) is written in strong language - must, should, etc.

e) uses mostly familiar language

f) is in a formal tone

g) illustrates the use of linking devices between ideas and evidence

Conditions – The student has access to a dictionary of his/her own choice.

Examples of

a) student reading - editorials, political speeches, letters to the editor, newspaper articles on current affairs, pressure group material, debates, etc.

b) student tasks - read an article and give an opinion on the strengths and weaknesses of the author's arguments, etc.

A Guide to Writing and Reading in Four Different Styles

Exit Level Three

Element 3.1 Personal Writing - Self-Expression

1. Subject Matter - The student
   - a) combines descriptions of several (three or more) experiences, events and/or ideas into one theme or story (either real or imagined)
   - b) uses ideas and experiences from beyond his/her personal experience
2. Tone - The student:
   - a) acknowledges at least one other point of view, and
   - b) connects personal views and personal experiences (through action and/or characters) to explore a general theme
3. Language Used - The student
   - – uses descriptive details about people, settings or events effectively
4. Structure and Organisation - The student
   - a) writes a logically ordered text
   - b) links several paragraphs into a short cohesive text
   - c) maintains a focus on the theme
5. Spelling – the student
   - – shows considerable accuracy in spelling
6. Grammar – The student
   - – uses standard grammar with considerable accuracy

Range – Subject Matter

- covers themes that explore the meaning of personal and cultural identity

Conditions - The student

a) has access to a dictionary and a thesaurus of his/her own choice

b) has the opportunity to plan, draft and edit his/her own piece of writing

Possible examples of

a) student writing - diaries, stories, autobiographies, biographies, creative writing, interviews, personal letters, etc.

b) student tasks - write an account of life when your grandfather was a child, compare this to your childhood and relate it to the theme of cultural traditions; write an account of something exciting that happened to someone you know, add your personal view and relate it to the theme of adventure, etc.

Possible issues - Who am I? What roles do you play and what are the specific groups you identify with? Do you belong to a group or do you feel alone?

Element 3.5 Personal Reading - Self-Expression

1. Understanding the Reading. The student

   a) describes the purpose of the piece of writing

   b) identifies the main message in the piece and detects techniques the author uses to convey this message

2. Languaged Used. The student

   a) locates and explains the implied meaning of key words and phrases

   b) gives key descriptive details on characters, settings and events

3. Structure and Organisation. The student

   - identifies and describes the main stages in the piece

4. Application. The student

   - compares and contrasts the piece to other similar texts

5. Giving an Opinion. The student

   - gives an opinion on why the author may have written this particular piece

Range – Characteristics of the narrative text at Level Three. It

a) introduces settings, people, and ideas which are mainly unfamiliar

b) introduces unknown vocabulary and the reader may need to use a dictionary to explain the meaning of these words in this context

c) includes changes in voice or tone

d) uses a variety of sentence structures and tenses

e) may not be in chronological order (could use flash-back)

Conditions – The student has access to a dictionary of his/her own choice

Examples of

a) student reading - novels, short stories, biographies, interviews, poems, etc.

b) student tasks - after reading a literary text, write how the author developed a theme through the stages of the plot; write an analysis of a particular character and give a personal opinion on how the development of this character aided the development of the main message of the piece, etc.

Element 3.2 Practical Writing - Procedure

1. Subject Matter - The student

   – writes a more complex procedural text, which should enable the reader to carry out the described task

2. Tone - The student

   – writes in a variety of tones from informal to formal as appropriate for the particular audience

3. Language Used - The student

   a) writes detailed factual descriptions of both the materials (tools, ingredients, etc.) and the procedure

   b) uses maths for measuring when appropriate

4. Structure and Organisation - The student

   a) varies standard layout to take into account possible contingencies and to meet the specific needs of a particular audience

   b) logically and/or chronologically sequences text (could number procedural steps)

   c) includes headings, lists, graphs, diagrams, charts and/or maps where appropriate

5. Spelling – The student

   – shows considerable accuracy in spelling

6. Grammar – The student

   a) uses linking devices to do with time - first, then, while, after, etc.

   b) uses standard grammar with considerable accuracy

Range - Subject Matter

- covers procedures that are related to a community, a workplace, a bureaucracy or at home. Procedures are chosen to help people function effectively in these contexts.

Condition - The student

a) has access to a dictionary and a thesaurus are of his/her own choice

b) has the opportunity to plan, draft and edit his/her own piece of writing

Possible examples of

a) student writing - directions, recipes, work routines, forms, signs, notices, street maps, phone messages, letters of request, accident reports, itineraries, etc.

b) student tasks - write an accident report on a machinery failure, write out a recipe for something you normally cook without using a recipe, etc.

Possible Issue - What does privacy mean in our society?

Element 3.6 Procedural Reading

1. Understanding the Reading. The student
   - states the purpose of the procedure from the layout, headings and graphics and from skimming the text
2. Language Used. The student
   a) locates and explains key words and phrases
   b) explains technical terms
3. Structure and Organisation - (no performance criteria given)
4. Application. The student
   - performs the task, when appropriate
5. Giving an Opinion. The student
   - evaluates and gives an opinion about the effectiveness of the text

Range – Characteristics of a procedural text at Level Three. It

a) contains step-by-step instructions about a mainly unfamiliar procedure, organised into at least three different parts

b) contains information and interpretations that may distract from the task

c) uses some technical terms

d) contains references to detail, position and sequence

e) often includes complex graphics

Conditions - The student has access to a dictionary of his/her own choice

Examples of

a) student reading - operation manuals, procedure manuals, business letters, job descriptions, agendas and minutes, workplace bulletins, policy statements, instructions, bills, menus, government pamphlets, charts, graphs, forms, etc.

b) student tasks - read an appliance instruction booklet and carry out a procedure such as clear a photocopy machine when jammed or set a video recorder, etc.

Element 3.3 Factual Writing - Knowledge

1. Subject Matter - The student
   a) informs by writing facts and explanations about a topic in an orderly way, and
   b) classifies parts of a topic within a subject area and explains how these parts are related
2. Tone - The student
   - writes as if he/she were a researcher/reporter with expertise on a topic related to a specific area of study, and writes in a formal and objective tone (gives no personal opinions)
3. Language Used - The student
   - defines and uses the appropriate technical terms of the discipline
4. Structure and Organisation - The student
   a) writes each paragraph with a topic sentence followed by explanations and examples
   b) logically sequences and links paragraphs
   c) uses graphics to illustrate facts or explanations, when appropriate
5. Spelling - The student
   - shows considerable accuracy in spelling
6. Grammar - The student
   a) uses nouns to condense descriptions, explanations or processes (nominalisation)
   b) uses standard grammar with considerable accuracy

Range - Subject Matter

- covers topics that are related to health, environment, safety, humanities, technology and other areas of study

Conditions - The student

a) has access to a dictionary and a thesaurus of his/her own choice

b) has the opportunity to plan, draft and edit his/her own piece of writing

c) has the opportunity to use research skills

Possible examples of

a) student writing - reports, projects, etc.

b) student tasks - write a report on the occupational health and safety practices in your workplace, write a report on the council services in your local area, etc.

Possible Issue - How to separate reliable facts from opinion

Element 3.7 Factual Reading – Knowledge

1. Understanding the Reading. The student
    - a) identifies the main point/s of the reading
    - b) identifies examples and evidence
2. Language Used. The student
    - a) explains the meaning of key words and phrases
    - b) identifies the language devices used to link ideas
3. Structure and Organisation - (no performance criteria given)
4. Application. The student
    - links this information to what he/she already knows about a topic
5. Giving an Opinion. The student
    - a) identifies missing, misleading or questionable material
    - b) describes the point of view conveyed in the text (either explicitly or implicitly conveyed)

Range – Characteristics of the reference or informative text at Level Three. It

a) contains unfamiliar information about either a known topic or an unfamiliar topic related to science, technology, humanities or other subjects

b) contains specialist knowledge and technical terms (including abbreviations)

c) is an objective description or explanation and not a personal one (impersonal tone)

d) often uses technical drawings or maps to give information

e) uses language that describes, explains or classifies information

f) often is in a variety of formats

Conditions - The student has access to a dictionary of his/her own choice

Examples of

a) student reading - encyclopaedias, non-fiction books, text books, feature articles in newspapers and magazines, specialist magazines, etc.

b) student tasks - summarise a magazine article and identify and define the key words and phrases, and then identify any missing or misleading information; read a chapter on a topic of historical interest and summarise and illustrate the relationships between ideas by drawing a mind map or flow chart; etc.

Element 3.4 Writing for Public Debate - Argumentative

1. Subject Matter - The student
   - a) states a position on a personally relevant social or public issue, and
   - b) analyses this position, and
   - c) gives at least two reasons to justify the position taken
   - d) identifies two sides of the issue
2. Tone - The student
   - writes in an impersonal tone with authority
3. Language Used - The student
   - avoids sweeping emotive terms and generalisations
4. Structure and Organisation - The student
   - a) writes several paragraphs
   - b) uses the following sequence - clearly states a position, gives at least two reasons to justify it, and sums up
   - c) refers to an expert or statistics to back up an argument when appropriate
5. Spelling - The student
   - shows considerable accuracy in spelling
6. Grammar - The student
   - a) logically links ideas and information by using phrases like - because, on the other hand, another reason, so, etc.
   - b) uses standard grammar with considerable accuracy

Range - Subject Matter

- covers issues that are of social and public concern, because citizens in a democracy need to be able to participate in public debate in order to either criticise or support policies.

Conditions - The student

a) has access to a dictionary and a thesaurus of his/her own choice

b) has the opportunity to plan, draft and edit his/her own piece of writing

c) has the opportunity to use research skills

Possible examples of-

a) student writing - letters to the editor of newspapers and magazines, political debates, essays for educational courses, letters to government officials, etc.

b) student tasks - write a letter to the editor on an issue of public concern; write an essay on compulsory voting, violence on television, compulsory retirement at a set age, smoking in public places, etc.

Range - Topics cover social issues because citizens in a democracy need to be able to participate in public debate in order to either criticise or support policies.

Possible Issues - Am I being manipulated by the arguments used by this author? What biases does this author show?

Element 3.8 Reading for Public Debate

1. Understanding the Reading. The student
   a) states the purpose of the text
   b) identifies the main points in the argument
   c) identifies supporting evidence for the argument and examples to illustrate it
2. Language Used. The student
   - explains the meaning of key words and phrases
3. Structure and Organisation. The student
   - describes the stages in the development of the argument
4. Application - (no performance criteria given)
5. Giving an Opinion. The student
   a) evaluates how appropriate and relevant the evidence is
   b) identifies the strengths and weaknesses of the text
   c) compares and analyses the position taken in the text to his/her own position

Range - Characteristics of the persuasive text at Level Three. It

a) is written to persuade the reader to agree with a stated position on a topic of public concern

b) contains abstract concepts and principles

c) conveys a tone of reasonableness

d) often uses subtle messages

e) makes logical connections and inferences

f) is a discussion of "pros" and "cons", or an argument for only one point of view

Conditions - The student has access to a dictionary of his/her own choice

Examples of

a) student reading - editorials, political speeches, letters to the editor, newspapers, pressure group material, debates, etc.

b) student tasks - read an article and give an opinion on the strengths and weaknesses of the author's arguments, etc.

A Guide to Writing and Reading in Four Different Styles - Exit Level Four

Element 4.1 Personal Writing - Self-Expression

1. Subject Matter - The student
   a) tells a story, recounts experiences, creates a piece of imaginative writing or describes and analyses related events or ideas, and
   b) reflects and incorporates a wide range of topics, beliefs, issues and experiences both personal and beyond the student's personal encounters
2. Tone - The student
   a) expresses a range of viewpoints and values which are not all supportive of the his/her point of view,
   b) writes to express feelings, to convey shades of meaning and to imply attitudes
3. Language Used - The student
   - describes evocative details about characters, atmosphere and events to get the reader to locate the experience in time and place
4. Structure and Organisation - The student
   a) demonstrates an understanding of paragraphing, shapes a variety of paragraph structures and links paragraphs coherently
   b) structures the overall organisation of the text - often consisting of some variation on setting/situation, problem, climax, and resolution
   c) uses literary devices (metaphors and similes)
   d) writes a longer, more complex piece
5. Spelling - The student
   - shows a high degree of accuracy in spelling
6. Grammar - The student
   - uses standard English with a high degree of accuracy

Range - Subject Matter

- covers themes that explore the complexities of personal and cultural identity

Conditions - The student

a) has access to a dictionary and a thesaurus of his/her own choice

b) has the opportunity to plan, draft and edit his/her own piece of writing

Possible examples of

a) student writing - diaries, stories, autobiographies, biographies, creative writing, interviews, personal letters, etc.

b) student tasks - write an autobiography or a biography; interview a group of people on a common theme for a local newspaper and recount their experiences, etc.

Possible issues - Who am I? What roles do you play and what are the specific groups you identify with? Do you belong to a group or do you feel alone?

Element 4.5 Personal Reading - Self-Expression

1. Understanding the Reading. The student

   - identifies and describes the main ideas - both stated and implied - by pointing to evidence in the text

2. Language Used. The student

   - describes the feelings, beliefs and reactions of the characters

3. Structure and Organisation. The student

   - summarises the structure and flow of the text

4. Application. The student

   - reviews own prior knowledge and thoughts about the genre and subject matter

5. Giving an Opinion. The student

   a) identifies and examines the author's fundamental point of view shaping the text

   b) formulates and argues a personal opinion on the ideas and values expressed, and justifies a personal response

Range - Characteristics of the persuasive text at Level Four. It

a) introduces a wide range of unfamiliar settings, people, events and concepts

b) introduces precise, detailed or abstract vocabulary

c) includes changes in tone, will have some formality

d) has some implied meanings

e) sequences the story through complex sentence structures

f) often relies on literary devices, e.g. similes, metaphors, etc.

Conditions - The student has access to a dictionary of his/her own choice

Examples of

a) student reading - novels, short stories, biographies, autobiographies, interviews, poems, etc.

b) student tasks - compare and contrast the main features and themes of two texts, justify your responses

Element 4.2 Practical Writing - Procedure

1. Subject Matter - The student
   - a) provides precise, detailed instructions for a procedure
   - b) uses specialist, technical knowledge, and
   - c) explores an unfamiliar process
2. Tone - The student
   - writes as if he/she were a specialist
3. Language Used - The student
   - uses specialist technical language
4. Structure and Organisation - The student
   - a) uses layout features from various instructional text types
   - b) uses clear, precise and detailed instructions
   - c) takes into account possible contingencies (where, when, who, with what) without ambiguity
   - d) includes commentary (e.g. possible dangers, usefulness)
   - e) logically sequences by subdividing each stage into headings, subheadings, and numbers
   - f) reinforces clarity with well-chosen and well-placed diagrams
5. Spelling - The student
   - shows a high degree of accuracy in spelling
6. Grammar - The student
   - uses standard English with a high degree of accuracy

Range - Subject Matter

- covers procedures that are related to community, a workplace, a bureaucracy or domestic organisation

Conditions - The student:

a) has access to a dictionary and a thesaurus of his/her own choice

b) has the opportunity to plan, draft and edit his/her own piece of writing

Possible examples of

a) student writing - directions, recipes, work routines, forms, signs, notices, street maps, phone messages, letters of complaint, letters of request, resumés, etc.

b) student tasks - write a description of duties and qualifications for a particular job, rewrite a procedure manual in plain English

Possible Issue - What does privacy mean in our society?

Element 4.6 Procedural Reading

1. Understanding the Reading. The student

   - states the primary purpose of the procedure from the layout, heading and graphics and from skimming the text

2. Languaged Used. (no performance criteria given)

3. Structure and Organisation. The student

   - identifies the key stages in the sequence

4. Application. The student

   a) performs the task accurately and completely, when appropriate

   b) relates own prior knowledge on this subject or genre to the text

5. Giving an Opinion. The student

   a) identifies any shortcomings or misleading information in the text, and evaluates the effectiveness of the text as an instruction giver

   b) identifies and evaluates the point of view stated or implied by the text

   c) differentiates between instruction and interpretation

Range - Characteristics of the procedural text at Level Four. It

a) is a complex, practical text about an unfamiliar procedure

b) often contains topical information and commentary to accompany the instructions

c) contains technical language, specialist knowledge and some unfamiliar ideas

d) uses a range of sentence structures

e) often includes complex graphics

f) is complex in layout and detail and it often has numerous distractions

Conditions - The student has access to a dictionary of his/her own choice

Examples of

a) student reading - manuals, business letters, job descriptions, agendas and minutes, workplace bulletins, policy statements, instructions, bills, menus, government pamphlets, charts, graphs, how-to-vote cards, forms, etc.

b) student tasks - read an appliance instruction booklet and carry out a procedure such as setting a video recorder to record two programs in advance and evaluate the instructions; read a job description and identify and describe the key requirements in your own words, include any implied requirements

Element 4.3 Writing for Knowledge

1. Subject Matter - The student
   - a) informs and explains by writing an academic report, and
   - b) organises a range of concepts and facts within a specialist field of knowledge (includes abstract concepts)
2. Tone - The student
   - presents a range of viewpoints objectively
3. Language Used - The student
   - defines and uses appropriate technical language
4. Structure and Organisation - The student
   - a) organises paragraphs in a logical system to produce a cohesive text
   - b) documents sources, when appropriate
5. Spelling - The student
   - shows a high degree of accuracy in spelling
6. Grammar - The student
   - a) uses linking devices that show cause and effect or conceptual connections to create a cohesive text
   - b) uses standard English to a high degree of accuracy

Range - Subject Matter

- covers topics related to a particular area of study (science, history, sociology, psychology, humanities, technology, etc) in order to

a) educate people so they can understand health, environment, technology, safety and other topics

b) help people to prepare for retraining or further education

Conditions - The student

a) has access to a dictionary and a thesaurus of his/her own choice

b) has the opportunity to plan, draft and edit his/her own piece of writing

c) has the opportunity to use research skills

Possible examples of

a) student writing - reports, essays, summaries of factual information, projects, etc.

b) student tasks - write an essay on an aspect of a subject using factual information from a variety of sources; compare, contrast and evaluate two different approaches to an issue within a subject area

Possible Issue - How to separate reliable facts from opinion

Element 4.7 Reading for Knowledge

1. Understanding the Reading. The student:
    - a) identifies the main idea/s and subordinate ideas
    - b) identifies examples illustrating the main idea/s and subordinate ideas
    - c) describes how concepts are related within the text, e.g. cause and effect, problem-solving, classification system, etc.
2. Language Used. (no performance criteria given)
3. Structure and Organisation. (no performance criteria given)
4. Application. The student
    - a) reviews and reinterprets what he/she already knows about the topic and genre
    - b) extracts information relevant to a given research task
    - c) uses footnotes and bibliographies to track down extra information
5. Giving an Opinion. The student:
    - a) detects the difference between factual information and the author's interpretation of that information
    - b) analyses the conclusions reached in the text

Range – Characteristics of a reference or informative text at Level Four. It

- a) contains unfamiliar information about either a known topic or an unfamiliar topic related to science, technology, humanities or other subjects
- b) contains specialist knowledge and specialist language
- c) is an objective description or explanation and not a personal one (impersonal or neutral tone)
- d) describes and explains information in detail
- e) often uses technical drawings, maps, tables, and/or graphs to give information
- f) includes a bibliography, footnotes, and/or a glossary
- g) uses complex sentence and paragraph construction
- h) features nouns – to condense descriptions, explanations or processes (nominalisation)
- i) is a very dense, subject-specific text

Conditions - The student has access to a dictionary of his/her own choice

Examples of

- a) student reading - encyclopaedias, non-fiction books, text books, feature articles in newspapers and magazines, specialist magazines, etc.
- b) student tasks - read and then write about Melbourne from historical, political and environmental perspectives; read and then analyse an employee induction kit, describing the five most important items from the company's perspective and then from the employee's perspective

Element 4.4 Writing for Public Debate - Argumentative

1. Subject Matter - The Student
   - a) takes a position on an abstract social concept, issue or value of public concern
   - b) presents several forms of evidence to support this position
   - c) gives an analytical presentation of alternative evidence as well as the student's own qualified position
2. Tone - The student
   - writes in an objective and logical manner but argues for one interpretation against others
3. Language Used - The student
   - defines and uses specialist technical terms
4. Structure and Organisation - The student
   - a) provides evidence, references and quotes (refers to an expert or statistics)
   - b) logically organises the text into a persuasive whole
   - c) structures writing from an introduction, to a presentation of several forms of evidence and different points of view, to a summarising conclusion
   - d) writes a page or more
5. Spelling - The student
   - shows a high degree of accuracy in spelling
6. Grammar - The student
   - a) uses linking devices associated with reasoning - because, on the other hand, another reason, so, etc.
   - b) uses standard English with a high degree of accuracy

Range – Subject Matter

- covers issues that are of social and public concern because citizens in a democracy need to be able to participate in public debate - to either criticise or support policies

Conditions - The student

a) has access to a dictionary and a thesaurus of his/her own choice

b) has the opportunity to plan, draft and edit his/her own written text

c) has the opportunity to use research skills

Possible examples of

a) student writing - letters to the editor of newspapers and magazines, political debate, essays for educational courses, letters to government officials, etc.

b) student tasks - write an argumentative essay on an issue of public concern such as abortion, capital punishment, compulsory unionism; research and write an article for a local newspaper on a complex issue of local concern, presenting alternative views and conclusions, etc.

Possible Issues - Am I being manipulated by the arguments used by this author? What biases does this author show?

Element 4.8 Reading for Public Debate

1. Understanding the Reading. The student

   a) states the fundamental purpose of the piece

   b) identifies the key ideas and the supporting evidence for the argument

2. Language Used. (no performance criteria given)

3. Structure and Organisation. The student

   - describes the stages in the development of the argument (the nature, structure and flow of the argument)

4. Application. (no performance criteria given)

5. Giving an Opinion. The student

   a) assesses how appropriate, logical, valid, or relevant the evidence is

   b) evaluates the overall effectiveness of the text

   c) detects and describes the underlying value system implied in the text

   d) describes how the text relates to his/her own personal stance, and describes if and how the text has caused him/her to reassess prior knowledge and stance on the issue

Range - Characteristics of the persuasive text at Level Four. It

a) is written to persuade the reader to agree with a stated position on a issue of public concern

b) contains abstract concepts and principles, which may be unfamiliar to the student

c) conveys a serious formal tone

d) often uses subtle or subliminal messages

e) consists of key ideas and the supporting evidence for and against the argument (and the ideas and the evidence are both explicit and implicit)

f) is a highly structured, dense text

Conditions - The student has access to a dictionary of his/her own choice

Examples of:

a) student reading - editorials, political speeches, letters to the editor of newspapers and magazines, pressure group material, debates, current affairs programs, etc.

b) student tasks - read an article and give an opinion on the strengths and weaknesses of the author's arguments, then compare the stance taken in the text to your own stance and describe the effect the argument has had on your position; organise, stage and evaluate a debate on a controversial issue of public concern e.g. capital punishment, abortion, population control, etc.

3. NUMERACY AND MATHEMATICAL CONCEPTS MODULES

The main purpose of these summaries is to explain the four different levels of difficulty in the Numeracy and Mathematical Modules. Examples at each level are included in order to illustrate and clarify the characteristics of each of the levels. The examples are not suggested assessment tasks.

Assessment tasks are usually based on themes in an appropriate context and linked to work being done in other modules (Reading/Writing, Oral Communication and/or General Curriculum Options). Many of the examples used to illustrate the performance criteria have been based on the theme of the Great Victorian Bike Ride. Many small tasks can be incorporated into a larger, more complex assessment task.

Other possible themes to consider are:

1. designing a garden, a kitchen, a cubby house, etc.
2. planning a holiday, an excursion, etc.
3. analysing trends in world population growth and food production
4. budgetting

The actual performance criteria for the elements in the Numeracy and Mathematical Modules are listed on the forms — Maths Folio Type A and Maths Folio Type B. (See pages 188 and 189) On these forms a student records the steps he/she took in solving a problem which was set out in an assessment task.

Specific mathematical language is not prescribed at each level. At the lower levels, it is important to minimise the technical mathematical language used. At the higher levels, some formal mathematical language will need to be defined.

Summary of Exit Level One Maths, with Examples

At this level, tasks are simple and should consist of single operations and be in context (may involve role play and excursions) and reflect personally familiar situations (e.g. shopping, travelling, cooking, telling the time, etc.).

Calculations should involve active learning using concrete materials or be performed with the aid of a calculator. Students should be taught how to use a calculator, and they should learn to use general and informal mathematical terms.

To be competent at Exit Level One, a student will demonstrate the following:

Element 1.1 Data - Charts/Graphs

1. Obtain information from simple charts

   e.g. Read prices from a menu, read a T.V. schedule

2. Obtain information from simple bar graphs or pie charts

   e.g. Simple rainfall graphs, temperature graphs

3. Collect and record data in a table, helped by a teacher

   e.g. Information from class members - country of origin, methods of transportation to classes, favourite foods, etc.

4. Draw pictograms or simple bar graphs after completing tables, helped by a teacher

Element 1.2 Pattern Relations

1. Look for patterns in number sequences, counting by 1's, 2's, 5's and 10's

   e.g. Look for patterns on a clock face or on a calendar;

   e.g. List the years for the Olympics games after 1988

Element 1.3 Number

1. Write whole numbers up to and including 1,000 - in both words and numbers

   e.g. Write a personal cheque for $950

2. Demonstrate place value (base 10) by putting whole numbers in order -

   e.g. List major tourist attractions in Victoria, ordered by distance from your home, beginning with the closest to you;

   e.g. List the number of goals kicked by each football team last season and order them;

   e.g. Find out house prices or flat rentals in your area, from most expensive to least expensive.

3. Use fraction circle pieces for the most common fractions, and order them from smallest to largest - 1/4, 1/3, 1/2

   e.g. Divide a pizza into thirds;

   e.g. How many students in half your class?

   e.g. How many minutes in half an hour?

   e.g. Which is more - one-quarter of a pizza or one-third of a pizza?

   e.g. Draw a needle on a car's petrol gauge showing that the tank is one-quarter full.

4. Use decimals when working with dollars and cents and put decimal numbers in order

   e.g. Choose familiar items from easy-to-follow advertising materials and list the items in order from the least expensive to the most expensive

5. Use addition, subtraction, multiplication and sharing in a practical, simple way by using actual materials to work it out, e.g. money, MAB blocks, fingers or counters; or by using a calcuation to do simple, single operations with whole numbers or money.

   e.g. From a menu, read the price of one pizza and one drink. How much for both? How much change would you receive from $20.00, if you bought one pizza? How much would three drinks cost? Four people share the pizza, how much should each one pay?

Element 1.4 Measurement

1. Select the best tool for a particular measurement - metric ruler or tape, measuring jugs, scales, thermometer, clock (digital or analogue), calendar, maps, etc.

2. Estimate measurements using familiar units and carry out measurements. Measurements don't have to be precise at this level.

   a. Height / length - in centimetres and metres

      e.g. The height of a person, the height of a table, etc.

   b. Weight - in grams, kilograms

      e.g. Weigh a bag of apples, how many apples are in a kilogram?

   c. Liquid capacity - in litres and millilitres

      e.g. The number of litres of water in a bucket

      e.g. The number of glasses of milk in a litre

      e.g. The number of millilitres in a teaspoon of medicine.

d. Time - in minutes, hours, days, years

e.g. How many times can you tap your foot in 15 seconds?

e.g. Estimate the time it takes to get from your house to the clocks at Flinders Street Station by train

Temperature - in degrees Centigrade

e.g. The hottest day in Melbourne last summer?

e.g. The temperature of a moderate oven?

3. Compare and order measurements using the following language: informal terms - bigger than, shorter than, heavier than, etc. and more formal terms - greater than, less than or equal to

e.g. The heights of class members

e.g. The lengths of a tennis racquet, cricket bat, and baseball bat

Element 1.5 Shape / Space

1. Locate a position on a map by reading the coordinates

e.g. Use Melways

e.g. Draw a simple map of the local area and give directions using left and right

2. Name common shapes - square, triangle, circle, rectangle in two dimensions
   - rectangular boxes, balls (spheres) in three dimensions

e.g. Collect packaging from the grocery shop and group items according to their size, shape and colour

e.g. Match stick puzzles, attribute blocks

3. Estimate space and shape

e.g. Estimate how many boxes of cereal would fit into a supermarket bag?

e.g. Visualising from a map of Australia, estimate how many "Victorias" would fit into the Northern Territory.

Summary of Exit Level Two Maths with Examples

Assessment at this level should involve the student in combining many skills to complete one larger task. The task should be related to practical, everyday situations that may go beyond the student's direct experience into the public arena portrayed in the media or elsewhere.

Students should be able to perform straightforward calculations with and without a calculator.

At Level Two, students should develop strategies to investigate and work through problems confidently.

A student will demonstrate competency at this level by selecting an appropriate method and applying the following individual skills to solve larger problems.

To be competent at Exit Level Two, a student will demonstrate the following:

Element 2.1 Data - Charts / Graphs

1. Obtain information from tables and simple graphs

   e.g. Railway time tables, dosage charts, repayment tables, football ladder, temperature graphs

2. Collect and record data in a table

   e.g. How many hours of television does each class member watch per night? How many hours of sleep does each member get? Collect data for a week, record in a table.

3. Create a bar graph or a line graph with simple scales

4. Work out the mean, median and mode from data

   a. Mean - add up values and divide by the number of items

      e.g. Find the average (mean) number of hours of T.V. your class members watch per night

      e.g. In the nine-day Great Victorian Bike Ride, work out the average (mean) distance covered per day

      e.g. Calculate Melbourne's average (mean) temperature for the month of November

   b. Median - the half way point, half the values are greater and half the values are less

      e.g. What is the median distance covered per day in the Great Victorian Bike Ride?

      e.g. Find median house prices for Melbourne's inner suburbs

   c. Mode - the most commonly occurring value

      e.g. Find the most common wage bracket

Element 2.2 Patterns/Relations

1. Find an unknown value in a problem using a one step arithmetic operation

   e.g. Nineteen booklets, each costing the same price, were sold for a total of $57. How much was each booklet?

   e.g. Toula and Roula each buy a new book. Toula's book has 450 pages and Roula's book has 280 pages. If Toula reads 50 pages per day and Roula reads 40 pages per day, who will finish their book first?

2. Use patterns to make predictions involving whole numbers and decimal numbers

   e.g. Complete the pattern: .8, 1.5, 2.2, 2.9, 3.6, 4.3, 5.0, ___, ___.

Element 2.3 Number

1. Put whole numbers in order - concept of place value in very large numbers

   e.g. List the capital cities in Australia in order of their population; list countries of the world in order of their populations, starting with the country with the greatest population

2. Put decimal numbers in order - concept of place value in decimals

3. Recall number facts for + and x using single digits, e.g. addition facts; multiplication tables up to and including the 9 times tables

4. Use strategies for mental arithmetic, like rounding-off for estimating calculations

5. Give rounded estimations for +, - , x of whole numbers and decimals in order to carry out these operations without a calculator

6. Give rounded estimations for division of whole numbers by a single digit (sharing out) and carry out these calculations without a calculator

7. Give rounded estimations when dividing by larger whole numbers and then calculate with a calculator

8. Use a calculator for +, - , x, + for the above operations. Examples of number calculations demonstrate the problem a cyclist has in deciding whether to go on the Great Victorian Bike Ride:

   e.g. A cyclist has entered the Great Victorian Bike Ride. The distances to be covered each day will vary. These are the distances for each successive day: 30 km, 63 km, 85 km, 93 km, 0 km (rest day), 83 km, 70 km, 87 km and 65 km. How far will she have gone when she completes the 9 day trip on 12 December 1993?

   e.g. The cost of the bike trip is $293, but because she booked early, she gets a $20 discount. What is the total cost of the trip? She paid $180 deposit; how much does she still have to pay?

   e.g. Four of her friends are going. How much will it cost for the five of them, when each will pay $273?

   e.g. She pays $273 for nine days of food. How much is she paying a day? (division by a single digit, using decimals with money)

9. Use the order of operations correctly and link with calculator use

e.g. Write a shopping list for items to take on the Great Victorian Bike Ride -

2 water bottles	@	$11.65 each
1 helmet	@	$45.00
6 pairs of socks	@	$2.50 each
3 containers of sunscreen	@	$8.50 each
1 puncture repair kit	@	$12.00
2 pair of bike pants	@	$25.45 each
1 pair of padded bike pants	@	$59.50

Find the total cost of these items.

10. Convert common fractions into decimals; convert common fractions into percentages, and calculate answers with these fractions or percentages using a calculator

1/10 = .1 = 10%
1/2 = .5 = 50%
1/4 = .25 = 25%
3/4 = .75 = 75%
1/3 = .333 = 33 1/3 %

e.g. What does it mean if 10% of the products were faulty?

e.g. A shirt is reduced by 50%. What does this mean?

e.g. A 250 ml container of fruit juice drink contains 25% pure fruit juice. How much fruit juice is in the container?

e.g. A cyclist decides to cancel her enrolment in the Great Victorian Bike Ride. She has paid $273 and will be paid 80 % of her entry fee. How much will her refund be?

e.g. Out of a total of 2,016 people admitted to hospital as a result of bicycle-related crashes in 1986, 672 of them had head injuries. Approximately what percentage is this?

Element 2.4 Estimation and Calculation of Shape - Measurement

1. Use measuring instruments accurately and precisely - metric ruler or tape, measuring jugs, scales, themometer, clocks (digital, analogue or 24 hour), calendar, maps, etc.

e.g. Draw an actual-sized diagram of the maximum-sized standard letter that Australia Post will deliver for $0.45. (The letter must be no larger than 122 mm x 237 mm)

e.g. Weigh various letters to see if they are below the maximum weight of 50 grams per standard letter

2. Use prefixes of milli-, centi-, kilo-, accurately and convert measurements within the metric system

e.g. How many 400 metre laps are there in a 5 km race? 5000 m / 400 m = 12.5 laps

3. Estimate distances on a map using a simple scale

   e.g. What is the distance from your house to the college?
   (use the scale in the Melways)

4. Measure the perimeter of an object by laying a piece of string along the edge of the object and then measuring the length of the string

Element 2.4 (continued) Estimation and Calculation with Shape and Direction

1. Create three-dimensional objects from a flat plane

   e.g. Paper folding - serviettes in a restaurant or origami

   e.g. Cut out two-dimensional patterns of three-dimensional objects, fold and sticky-tape together

   e.g. Take apart a cardboard box and draw its net

2. Give and follow directions using North, South, East and West, plus a 180 degree turn and a 90 degree turn

   e.g. Using the Melways, give directions from your home to college

   e.g. Give directions within the college - from parking lot to classroom, to cafeteria, to library

Summary of Exit Level Three Maths with Examples

Assessment at this level will centre on problem solving involving more complex and abstract problems set in a context. The context may be either familiar or unfamiliar to the student. The mathematical language will be partly formal, and the concepts more abstract than at Level Two. The fundamental mathematical concepts and methodologies covered would allow a student to go beyond the everyday use of mathematics.

A student will demonstrate competency at this level by applying the following individual skills to solve larger problems.

To be competent at Exit Level Three, a student will demonstrate the following:

Element 3.1 Data - Charts / Graphs

1. Analyse data and draw a graph:

   a. Calculate percentages and angles, then draw a pie graph

      e.g. On his holiday, David spent one day in the following way: 50% sleeping, 20% eating, 5% working, and 25% reading on the beach. Draw a pie chart to show his time use.

      e.g. Draw pie graphs to illustrate each of the following statements from the United Nations Report 1980 - Women constitute half the world's population, perform nearly two-thirds of its work hours, receive one-tenth of the world's income and own less than one-hundredth of the world's property.

   b. Determine appropriate scales, then represent statistical information on a graph

      e.g. On day five of The Great Bike Ride, a cyclist travelled from Cowra to Boorowa, in N.S.W. She started at an altitude of 250 metres above sea level at Cowra, at 5 km she was 275 m above sea level, at 10 km she was 225 m above sea level, at 35 km she was 450 m above sea level, at 40 km she was 350 m, at 50 km she was 500 m, at 55 km she was 400 m, at 60 km she was 600 m and at 75 km she was 350 km. Draw a graph. On day five, how many kilometres had she travelled up-hill?

      e.g. Graph Melbourne's average monthly rainfall for a 12 month period

   c. Sketch a rough graph from a relationship described in words

2. Analyse graphs and describe existing situations, plus use graphs to predict outcomes where relevant (interpolation between points plotted on the graph and extrapolation by extending the graph beyond known plotted points to predict future outcomes)

   e.g. From a table listing the world's average temperature in ten-yearly intervals, draw a graph and predict what the world's temperature will be in the year 2000;

   e.g. From a table of the world population, draw a graph and estimate the world population in the year 2000.

   1950 = 2.504 x 10^9 people
   1960 = 3.014 x 10^9 people
   1970 = 3.683 x 10^9 people
   1980 = 4.453 x 10^9 people
   1984 = 4.763 x 10^9 people

Element 3.2 Pattern / Relations - Algebra

1. Write equations in words and numbers involving one or two arithmetic steps, and solve equations involving one or two arithmetic steps by using a range of strategies. Some examples of strategies that might be used are — doing the same thing to each side of the equation to preserve the equality, guess - check - improve, or backtracking

   e.g. It is recommended that a cyclist have a mouthful of water (approximately 50 ml) every ten minutes while cycling, to prevent dehydration. If Jane carries two one-litre water bottles, will she have any water left after a 6 hour ride, or will she have to find a spot to refill her bottles? Explain

2. Substitute numbers into a formula (financial, measurement, scientific or sport formula), calculate and interpret the results

   e.g. Total of Simple Interest = Principal x Rate x Time in years

   $$SI = P\,R\,T/100$$

   e.g. Calculate finance for a housing loan, compare fixed interest rates with flexible interest rates

   e.g. The number of kilojoules burned during exercise: total kilojoules used = kilojoules used per kilogram of body weight per hour (Rate) x length of activity in hours (Time) x body weight in kilograms (Weight)

   $$\text{Kilojoules used} = R\,T\,W$$

   e.g. Specifications for a twelve metre yacht (all measurements are in metres) (Length of yacht + 2 x width - (height x the square root of the sail area)) + by 2.37 = 12

   $$(L + 2W - (H\sqrt{S})\,) + 2.37 = 12$$

   e.g. Voltage (volts) = current (amperes) x resistance (ohms)

   $$V = I \times R$$

   e.g. Density = Mass/Volume = kg/m^3

   Trucking companies calculate the weight (mass) allowance per cubic metre to determine transportation costs. To be eligible for the standard price, a package must not exceed 250 kg/m^3. If a package measures 1 m by 0.5 m by 0.6 m and weighs 70 kg, will it be eligible for the standard rate?

Element 3.3 Number

1. Carry out the four basic operations (+, —, x, +) with whole numbers, fractions, decimals, and/or percentages by estimating and calculating (either with or without the use of a calculator) the answer; includes the skill of finding the lowest common denominator when adding fractions, and finding squares and some square roots

   e.g. A gas bill for $512 is reduced to the concession price of $426.96. What is the concession rate?

   e.g. On 30 / 6 / 84, 34.79% of the Australian population of 15, 555 900 lived in New South Wales. What was the population of N.S.W. on that date?

2. Use the concept of ratio to make comparisons

   e.g. One person in ten, a ratio of 1 to 10, 10%

   e.g. Nine thousand people registered for the Great Victorian Bike Ride, but one thousand cancelled their trip. What was the ratio of the number of people who withdrew to the number of original enrolments?

   e.g. For one Australian dollar, you will get 65.05 U.S. cents. If you paid $55 for a pair of Reeboks in the U.S., what would be the equivalent in Australian dollars?

3. Calculate using numbers expressed in index notation, either with or without the calculator

   e.g. Express the population of Australia in index notation:16,000,000 = $1.6x10^{7}$

   e.g. One light year = 9, 000, 000, 000, 000 km, express in index notation = $9.0x10^{12}$

4. Use the concept of adding and subtracting positive and negative numbers. This may be illustrated with number lines

   e.g. Water levels in a reservoir, bank balance, a lift in a building, temperatures above and below zero, etc.

   e.g. Jane bought a second-hand bike for $120, sold it for $130, then bought it back again for $140 and finally sold it for $150. How much money did she make or lose by the time she had sold it for the last time?

Element 3.4 Shape / Space

1. Use plans and drawings with simple scales including two dimensional representations of three dimensional objects (floor plans, architectural drawings, etc.)

2. Can produce, interpret and compare scale drawings and maps with references to N, S, E, and W

   e.g. Scale 1 cm = 1 m

3. Can show relationships between angles/intersecting lines/parallel lines/triangles/ quadrilaterals and circles

   e.g. Demonstrate that the three angles of a triangle = 180 degrees by cutting the three angles out of paper and assembling the three angles to show that they are a straight line or 180°

   e.g. Demonstrate Pythagoras' Theorem by drawing a right angle triangle, and extending each side to illustrate the square. Count the squares to demonstrate that $a^2 + b^2 = c^2$

Element 3.5 Use, estimate and calculate perimeter, area and volume - Measurement

1. Demonstrate an understanding for the formulae used in measurement (including the derivation and meaning of these formulae)

2. Estimate, calculate and label using appropriate units

3. Solve problems involving measurement

Examples of topics and formulae that may be used:

   a. Perimeter, measure the distance around a rectangular object $P = 2L + 2W$

   b. Circumference, distance around a circle or cylinder. Measure with a string and demonstrate the relationship between the diameter and the circumference
   $C = \pi d$

   e.g. The diameter of the wheel of her bicycle is 70 cm. In one minute, a cyclist counts the wheel turns 148 times. How far did her bike travel in that minute?

   c. Area of rectangles and circles. Count squares to estimate
   $A = L \times W$ $A = \pi r^2$

   e.g. Measure your kitchen floor. Calculate the area and cost materials for tiling

   d. Volume of common shapes e.g. rectangular prism and cylinder. Demonstrate estimation by counting cubes
   V = base x height

   e.g. What is the volume of a package measuring 1 m x 50 cm x 60 cm?

   e. Speed based on measurement
   Speed = Distance / Time = km / hour

   e.g. A cyclist travels at 16 km/hour. How far would she travel at that speed in 6 hours?

4. Measure angles using a protractor and construct angles using a protractor

   e.g. Calculate angles and draw a pie chart

   e.g. Show a bearing on a map

5. Draw right angles, parallel and perpendicular lines using a protractor and set square

Summary of Exit Level Four Maths

Maths, at this level, will often be in an unfamiliar context and will use formal mathematical language and symbols to represent abstract concepts. An overall, large problem-solving situation will require the student to make independent choices of appropriate techniques and will involve many skills.

A student will demonstrate competency at this Level by applying the following individual skills to solve larger problems.

To be competent at Exit Level Four, a student will demonstrate the following:

Element 4.1 Data - Charts / Graphs

1. Uses statistical analysis and draws a graph of the algebraic relationships using standard graphing conventions e.g. axes, scales, location of origin, etc.

2. Interpret tables and graphs using mean, mode, median and percentiles

Element 4.2 Graphs of Algebraic Relationships

1. Organise and process algebraic information and draw a graph of the algebraic relationships - graph exponential growth and decay; graph direct or inverse variation; interpreting rates of change from graphs

   e.g. Bacteria reproduce exponentially. If there are 200 bacteria in a jar and their reproductive rate is explained by the expression $n = (100)2^x$, where x = the number of hours, and n = the number of bacteria, how many hours would it take until there were 1600 bacteria in the jar?

2. Develop algebraic formulae between two variables and draw linear graphs; or find the equation of a line from a graph; graph solutions of non-linear equations

   e.g. Graph the relationship between production costs and items produced

Element 4.3 Pattern / Relation - Algebra

1. Solve algebraic equations by using a range of techniques, e.g. doing the same thing to each side of the equation to preserve the equality, using inverse operations, guess - check - improve, backtracking or drawing a graph

   e.g. In a hospital which has 100 patients, some patients are served two meals a day and some are served three meals a day. A total of 225 meals are served each day. How many patients have two meals and how many patients have three meals per day?

   e.g. A couple take their three children to a concert and their tickets cost them a total of $48. One mother takes her one child and their tickets cost them a total of $20. How much did an adult ticket cost?

   e.g. Diophantus was a famous Greek mathematician who lived in Alexandria in about 250 A.D. From the following information, find Diophantus' age when he died. One sixth of his life was spent as a child; after one twelfth more he grew a beard. When one seventh more had passed, he married. Five years later a son was born; the son lived to half his father's age and, four years after the son's death, Diophantus also died.

Element 4.4 Number

1. Read and interpret very large and very small numbers in index notation, and multiply and divide numbers in index notation according to index laws

2. Use directed numbers; carry out +, -, x, + on positive and negative numbers

3. Use the terms rational and irrational numbers

4. Use a scientific calculator

Element 4.5 Geometric Relationships - Measurement and Shape / Space

1. Calculate surface area and volume of cubes, prisms, cylinders, pyramids and spheres when a problem is embedded in a real life situation

    e.g. Calculate the amount of sealant needed for the outside surface of a cylindrical water tank;

    e.g. Calculate the number of cardboard cylinders for toilet paper rolls that could be made from a piece of cardboard one metre square.

2. Calculate lengths in right angled triangles in a problem-solving situation by using Pythagoras' Theorem

3. Use trigonometric ratios - sine, cosine, and tangent - to find unknown lengths or angles in right-angled triangles

    e.g. Calculate the height of a roof, knowing its pitch and the width of the roof

    e.g. Calculate the height of a tree

    e.g. Calculate the length of a string on a kite

4. Can produce and interpret scale drawings with complex scales (e.g. architectural drawings) and maps

    e.g. Using a direction-finding compass read a surveying map; write instructions for orienteering

5. Can construct triangles, bisect lines and bisect angles using a compass and a ruler

    e.g. Make a copy of the wool symbol using compass and a ruler

4. ORAL COMMUNICATIONS MODULES

The purpose of this chapter is to provide summaries of the Oral Communications Modules and also to illustrate how the competencies could be assessed by listing examples of possible oral assessment tasks, described at different levels. Information from the "Background Works — Oral Communications" is incorporated into these summaries.

Oracy tasks should be chosen to support Reading and Writing activities in each of the four domains. Checklists for oracy skills in each domain are included in An Example of How to Record Assessment for the Certificates of General Education for Adults (Part Three: 5).

Summary of the different types of speech episodes in the oracy modules

The oracy modules are designed to assess both speaking and listening skills. These modules are organised into the same four domains as the Reading and Writing modules - Oracy for Self-Expression, Oracy for Practical Purposes, Oracy for Knowledge and Oracy for Public Debate.

The term "speech situation" refers to a context (e.g. the classroom, a party, etc.) where a specific "speech event" (a discussion, a joke, etc.) takes place. The term "speech episode" combines these two terms.

Speech episodes have three basic characteristics. They are:

- person-orientated (interactional) or task-orientated (transactional); and
- unstructured or structured; and
- monologue or dialogue.

These three characteristics define a speech episode.

Speech routines are used to describe expected discourse patterns. Specific routines are assessed in each of the four domains within the oracy modules. (See page 154 for a listing of the speech routines assessed in each of the domains.)

The organisation for the oracy elements is in the following order (the same as for the writing elements):

1. Subject Matter
    a. meaning expressed and purpose met
    b. level of familiarity expressed
2. Tone
    a. point of view expressed
    b. level of formality expressed
3. Language Used
    a. appropriate vocabulary chosen and defined
    b. linking devices used
    c. effect of pronunciation and grammar used (intelligibility)
4. Routines Used in the Speaker's Role in the Structure and Organisation
5. Routines Used in the Listener's Role

Conditions

a. number of participants involved

b. relationship between the participants involved (status, familiarity and support)

c. role taken (peripheral role, participative role or central role), number of turns taken

d. location and context set

e. length of time taken

f. amount of negotiation of meaning needed

Examples of Possible Oracy Tasks

Notes Pertaining to Oracy Modules

Oracy assessment within the classroom has its limitations, whether it is based on authentic circumstances or role-plays. To extend the breadth of oracy tasks, teachers will utilise circumstances beyond the classroom, such as students reporting to other groups or other classes, interviewing a range of people, collecting information and reporting back to the class, using the telephone, speaking to talk-back radio programs, recording audio and video tapes, etc.

Some students may be uncomfortable with role-plays that ask them to take on unfamiliar roles. The teacher must be sensitive to these students' reservations when setting role-play activities in class and should take into account that there are both cultural and individual differences between people and their ability to role-play. For some students, role-plays will not be appropriate assessment tasks.

Within Oracy for Practical Purposes, there are two different types of episodes. These are:

1. support episodes – imparting practical information in a demonstration

2. service episodes – seeking practical information in an exchange e.g. booking a holiday

The performance criteria for elements in Practical Purposes are written in reference to support episodes, but are meant to include service episodes as well. The term demonstration refers to either a demonstration of a procedure or an exchange during a request for a service.

A SUMMARY OF THE ROUTINES USED IN EACH DOMAIN

Domains	*Self-Expression*	*Practical Purposes*	*Knowledge*	*Public Debate*
Routines in Speaking				
interactional routines				
opening conversations	✓			
closing conversations	✓			
turn-taking	✓			✓
choosing and changing topics	✓			
supporting the listener	✓	✓		
influencing the discourse				✓
expository routine		✓	✓	✓
evaluative routine			✓	✓
facilitation		✓	✓	
adaption/reformulation		✓	✓	
Routines in Listening				
feedback to speaker	✓	✓		✓
listening to a monologue			✓	
Episodes	chat social anecdotal	support service	presentation	exploratory

SOME EXAMPLES OF HOW DIFFERENT EPISODES LINK TOGETHER IN ENCOUNTERS

	person-oriented	**task-oriented**		**person-oriented**		**person-oriented**
	dialogue opening routine	monlogoue	dialogue	monologue	dialogue	dialogue closing routine
1.	greeting				chat (unstructured with friends and neighbours)	leave taking
2.	greeting				social (structured) (conversation)	leave taking
3.	greeting			anecdotal (structured) (telling a story)	social (structured) (conversation)	leave taking
4.	greeting		service (structured) (getting a service or information)			leave taking
5.	introduction	support (unstructured) (explaining a process while demonstrating it)	explanatory (unstructured) (discussion)			conclusion
6.	introduction	presentation (structured) (giving a speech)				conclusion
7.	introduction	presentation (structured) (presenting a report)	exploratory (unstructured) (questions from the audience)			conclusion
8.	introduction		exploratory (unstructured) (debate)			conclusion
9.	greeting	presentation (a report at a meeting)	exploratory (discussion/ brain-storming)		social (informal exchange with colleagues)	leave taking

A Guide to Speaking and Listening in Four Different Styles - Exit Level One

Element 1.1 Oracy for Self-Expression

1. Subject Matter - The student

   a) participates in a brief, relatively structured, socially polite and culturally acceptable conversation (social episode) about a familiar topic, idea or experience; or

   b) relates a story, joke or short, informal speech (anecdotal episode) about a familiar topic, idea or experience

2. Tone - The student

   - speaks from a personal point of view

3. Language Used - The student's

   - difficulties with pronunciation and grammar may make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) uses the following interactional routines

      - opens and closes conversations with limited effectiveness
      - maintains a turn for a socially acceptable period of time
      - allows other participants to speak

   b) demonstrates limited ability to choose and change topics at appropriate times

   c) supports the listener in the following ways

      - indicates friendliness
      - asks if listeners understand
      - speaks clearly
      - makes eye contact and uses appropriate body language

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

   - indicates the conversation is being followed and provides prompts for the speaker to continue

Conditions - The student

a) is supported by a number of known participants

b) takes a peripheral role

Examples of Oracy Tasks - Assess by role-play or observation

a) chat about the weather during the coffee break in a class

b) toast the bride and groom, who are good friends of yours, at a small informal wedding reception (anecdotal episode)

Element 1.2 Oracy for Practical Purposes

1. Subject Matter - Functional Forms of Communication - The student

   a) instructs others how to carry out a familiar process while demonstrating the process (a support episode - a relatively unstructured monologue); or

   b) receives and provides information in a request for a service (a service episode - a relatively structured dialogue)

2. Tone - The student

   - speaks informally

3. Language Used - The student

   a) uses everyday, general terms

   b) has difficulties with pronunciation and grammar which may make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) supports the listener in the following ways

      - indicates friendliness
      - asks if listeners understand
      - speaks clearly and with appropriate volume
      - makes eye contact and uses appropriate body language

   b) uses expository routines

      - sequences demonstration to make it easier to understand
      - describes the procedure

c) facilitates the listeners' comprehension in the following ways

- uses expressions that are familiar and easy to understand

d) adapts demonstration to clarify meaning to listeners

- repeats and rephrases important pieces of information

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

- indicates the demonstration is being followed

Conditions - The student

- strongly supports the subject by context (by using visual and concrete aids)

Examples of Oracy Tasks

a. give directions to a friend explaining how to get to the library from your classroom

b. order lunch at a restaurant for yourself and a friend

c. phone directory assistance to ask for a friend's new phone number

Element 1.3 Oracy for Knowledge

1. Subject Matter - The student

- informs an audience by presenting a planned structured report on one or two items of information about a familiar topic (monologue);

2. Tone - The student

- speaks using the third person to convey formality, may include personal opinion as well

3. Language Used - The student

a) uses everyday, general terms

b) uses linking words like "and"

c) uses pronunciation and grammar which may make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

a) uses expository routines in the following ways

- sequences presentation to make it easier to understand
- provides general description of the information

b) uses evaluative routines (reasoning)

- draws a conclusion

c) facilitates the listeners' comprehension in the following ways

- uses expressions that are familiar and easy to understand
- speaks clearly and with appropriate volume
- uses non-verbal communication - eye contact, body language and visual aids

d) adapts the presentation to clarify meaning to listeners

- repeats and rephrases information if necessary

5. The Listener's Role in a Monologue - As a listener, the student

a) constructs the main idea of the presentation

b) when the speech is over, asks questions

Conditions - The student

a) is supported by a known audience

b) presents a short episode

Examples of Oracy Tasks

a. give a brief planned presentation about your favourite hobby to your class, using concrete materials

Element 1.4 Oracy for Public Debate

1. Subject Matter - The student

a. works towards resolving a specific familiar issue of public concern (exploratory episode); or

b. argues a point of view on this issue

2. Tone - The student

- may use unconditional statements

3. Language Used - The student

a) uses everyday, general terms

b) the speaker uses linking words like "and"

c) uses pronunciation and grammar which may make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) uses the following interactional routines

   - maintains a turn for an acceptable period of time
   - allows other participants to speak

   b) exerts limited influence over the direction of the debate

   c) uses expository routines in the following ways

   - sequences discussion to make it easier to understand
   - provides a general description of the issue

   d) uses evaluative routines (reasoning)

   - draws a conclusion

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

   - indicates discussion is being followed and provides prompts for the speaker to continue

Conditions - The student

- discusses an issue with a known participant

Examples of Oracy Tasks

a. state your "likes and dislikes" in paired discussions in the classroom, taking turns so that neither person dominates the discussion; see if you can come to an agreement on your worst "dislike" and your best "like"

A Guide to Speaking and Listening in Four Different Styles - Exit Level Two

Element 2.1 Oracy for Self-Expression

1. Subject Matter - The student

   a) participates in a relatively structured, socially and culturally acceptable conversation (social episode) covering several familiar topics, ideas or experiences linked together; or

   b) relates a story or short, informal speech (anecdotal episode) covering familiar topics, ideas or experiences

2. Tone - The student

   - speaks to present a broader point of view than the personal

3. Language Used - The student's

   - difficulties with pronunciation and grammar make occasional demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) uses the following interactional routines

      - opens and closes conversations
      - maintains a turn for a socially acceptable and appropriate period of time
      - allows others to speak

   b) sometimes chooses and changes topics at appropriate times

   c) supports the listener in the following ways

      - indicates friendliness
      - checks to identify common ground
      - asks for and encourages opinions, information, or feelings from listeners
      - speaks clearly and with expression
      - makes eye contact and uses appropriate body language

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

   a) signals to ask a question at an appropriate time

   b) asks questions and contributes information and opinions to the conversation

Conditions - The student

a) is supported by a few known participants

b) takes several turns in the conversation

Examples of Oracy Tasks

a) discuss with your classmates several weekend activities including bike riding and extend this to the responsibility of councils to provide bike paths for commuters

b) give an acceptance speech after receiving an award at your local bingo or sport club (anecdotal episode)

c) make a good-bye speech to your fellow workers because you are going to a new job (anecdotal episode)

Element 2.2 Oracy for Practical Purposes

1. Subject Matter - Functional Forms of Communication - The student

   a) instructs others how to carry out a familiar procedure, while demonstrating it and responding to listeners' requests for clarification (a support episode - a relatively unstructured monologue); or

   b) receives and provides information in a request for a service (a service episode - a relatively structured dialogue)

2. Tone - The student

   - speaks informally most of the time

3. Language Used - The student

   a) defines and uses some technical terms

   b) uses pronunciation and grammar that occasionally make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) supports the listener in the following ways

      - indicates friendliness
      - checks to identify common ground
      - asks for and encourages opinions, information, or feelings from listeners
      - speaks clearly, with appropriate volume, and with expression
      - makes eye contact and uses appropriate body language

   b) uses the following expository routines

- introduces the demonstration
- describes a procedure clearly and gives factual descriptions of materials, tools and/or ingredients
- explains the procedure
- logically sequences the demonstration to make it easier to understand
- concludes the demonstration

c) facilitates the listener's comprehension in the following ways

- provides thinking time for the listener e.g. fillers, pauses, etc.

d) adapts the demonstration to clarify meaning to listeners

- repeats, rephrases and simplifies as appropriate for the particular audience

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

a) signals to ask a question at an appropriate time

b) asks questions and contributes information and opinions to the demonstrator

Conditions - The student

a) is supported by known participants

b) is supported by context (use of visual and concrete aids)

Examples of Oracy Tasks

a. give directions to another student who is giving you a lift home after class, and receive and follow similar directions

b. demonstrate and clearly describe a procedure that you are familiar with to a small group of colleagues; ask them if they understand

c. inquire about registering your dog with the local council; ask for details

d. ask the local post office to redirect your mail when you move house

e. inquire at a travel agent for information and prices in order to book a holiday at a known destination

Element 2.3 Oracy for Knowledge

1. Subject Matter - The student
   - a. informs an audience by presenting a planned, structured report on a number of items of information related to and expanding knowledge of a familiar topic (monologue); or
   - b. informs an audience by presenting a relatively structured report, at short notice
2. Tone - The student
   - ♦ speaks in the neutral tone of a researcher/reporter
3. Language Used - The student
   - a) defines and uses some technical terms
   - b) uses linking words like "and", "but" and "so"
   - c) uses pronunciation and grammar which make occasional demands on the listeners
4. The Speaker's Role in the Structure and Organisation - As a speaker, the student
   - a) uses the following expository routines
     - ♦ introduces the presentation
     - ♦ describes the topic clearly and accurately
     - ♦ explains the facts
     - ♦ logically sequences the presentation to make it easier to understand
     - ♦ concludes the presentation
     - ♦ refers to the research he/she carried out to investigate the topic
   - b) uses the following evaluative routines
     - ♦ draws a conclusion and explains the conclusion
   - c) facilitates the listeners' comprehension in the following ways
     - ♦ provides thinking time for the listeners
     - ♦ speaks clearly, with expression, at an appropriate volume and speed
     - ♦ uses non-verbal communication - eye contact, body language and visual aids

d) adapts the presentation to clarify meaning for listeners

- repeats, rephrases and simplifies information

5. The Listener's Role in a Monologue - As a listener, the student

a) constructs the main idea of the presentation and distinguishes it from supporting details

b) when the speech is over, asks appropriate questions

Conditions - The student

- speaks for several minutes before a known audience

Examples of Oracy Tasks

a. give a planned presentation to a group outlining your schooling and give a general description of the education system in your country; refer to reading or research to back-up your explanations; give some acknowledgement of your listeners' needs

b. give a planned presentation of safety regulations in various workplaces; use visual aids; ask for questions from the listeners when finished

Element 2.4 Oracy for Public Debate

1. Subject Matter - The student

a. works towards resolving a specific, familiar issue of public concern (exploratory episode); or

b. argues a point of view on this issue and gives a reason for that point of view

2. Tone - The student

- speaks in an emotive tone

3. Language Used - The student

a) defines and uses some technical terms

b) uses linking words like "and", "but" and "so"

c) uses pronunciation and grammar which make occasional demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

a) uses the following interactional routines

- maintains a turn for an appropriate period of time
- allows others to speak

b) has some influence over the direction of the debate

c) uses the following expository routines

- introduces the discussion
- describes the issue clearly and accurately
- explains the facts
- logically sequences the discussion to make it easier to understand
- concludes the discussion
- refers to the research he/she carried out to investigate the topic

d) uses the following evaluative routines

- draws a conclusion and explains the conclusion

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

a) signals to ask a question at an appropriate time

b) asks questions and contributes information and opinions to the discussion

Conditions - The student

- carries on a discussion with a few known participants

Examples of Oracy Tasks

a. state the advantages and the disadvantages in coeducation/recycling/flexitime; using emotive language to persuade; in a small group discussion

b. discuss and work towards solving some issue affecting the class; take turns; decide on a conclusion

A Guide to Speaking and Listening in Four Different Styles
Exit Level Three

Element 3.1 Oracy for Self-Expression

1. Subject Matter - The student:

    a) participates in a relatively structured, socially and culturally acceptable conversation (social episode) covering several topics, ideas or experiences beyond the speaker's own personal experiences, or connecting personal experiences to more general ideas; or

    b) relates a story or short, informal speech (anecdotal episode) covering topics, ideas or experiences beyond the speaker's own personal experiences

2. Tone - The student

    ♦ acknowledges other points of view

3. Language Used - The student's

    ♦ difficulties with pronunciation and grammar rarely make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

    a) shows regular use and knowledge of the following interactional routines

        ♦ opens and closes conversations competently

        ♦ maintains a turn for a socially acceptable and appropriate period of time

        ♦ allows others to speak at appropriate times

    b) regularly chooses and changes topics at appropriate times in conversations

    c) supports the listener in the following ways

        ♦ indicates friendliness

        ♦ asks for, encourages and acknowledges opinions, information, or feelings from listeners

        ♦ adapts conversation to points made by other participants

        ♦ speaks clearly and with expression

        ♦ makes eye contact and effectively uses appropriate body language

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

   a) signals to ask a question at an appropriate time

   b) asks appropriate questions during the conversation

Conditions - The student

   a) speaks with unknown persons or ones who are in authoritative roles or positions of higher status

   b) speaks two or a few participants

   c) takes several turns in the conversation, is an active participant

Examples of Oracy Tasks - Assess by role play, observation or reports on out-of-class conversations

   a) talk to a stranger at a party, then introduce two strangers at a party and discuss recent films and acknowledge the other speakers' points of view

   b) tell a story to a group of strangers at a party (anecdotal episode)

Element 3.2 Oracy for Practical Purposes

1. Subject Matter - Functional Forms of Communication - The student

   a) instructs others how to carry out a less familiar procedure, while demonstrating the process and responding to listeners' requests for clarification (a support episode - a relatively unstructured monologue); or

   b) receives and provides information in a request for a service (a service episode - a relatively structured dialogue)

2. Tone - The student

   - uses a variety of tones from informal to formal, as appropriate

3. Language Used - The student

   a) defines and uses technical and specialist terms

   b) uses pronunciation and grammar that rarely make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) supports the listener in the following ways

      - encourages and acknowledges questions, opinions or information from participants

      - adapts the demonstration to appropriately answer questions and to respond to opinions

- speaks clearly, with appropriate volume, and with expression
- makes eye contact and effectively uses appropriate body language

b) uses the following expository routines

- introduces the demonstration effectively
- logically sequences the demonstration to make it easier to understand
- concludes the demonstration effectively
- organises the time available well
- describes a process clearly and gives detailed factual descriptions of materials, tools and/or ingredients
- explains a procedure
- compares it to other similar procedures

c) facilitates the listener's comprehension in the following ways

- provides thinking time for the listener e.g. fillers, pauses, etc.

d) adapts demonstration to clarify meaning for listeners

- repeats, rephrases and simplifies as appropriate for the particular audience
- summarises steps in the procedure after demonstrating them

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

a) signals to ask a question at an appropriate time

b) asks appropriate questions and contributes information and opinions during the demonstration

Conditions - The student speaks to a number of participants or to an audience

Examples of Oracy Tasks

a. demonstrate how to format a disk to a group of classmates, providing detailed information in an appropriate sequence; encourage questions and comments from the listeners and respond appropriately to them

b. run a workshop for a small group of your classmates in computer skills, sewing skills, or gardening skills, etc.; move from informal to formal in tone, provide detail and sequence material, and respond appropriately to questions from the group

c. inquire at two real estate agencies about the availability and prices of rental properties in your local area; compare the information obtained at both places and report back to class

Element 3.3 Oracy for Knowledge

1. Subject Matter - The student

   a. informs an audience by presenting a planned, structured report on a topic in a specialist area; and

   b. informs an audience by presenting a relatively structured report at short notice

2. Tone - The student

   ♦ speaks in a formal objective tone

3. Language Used - The student

   a) defines and uses technical and specialist terms

   b) the speaker uses linking words like "besides", "because", "when"

   c) uses pronunciation and grammar which rarely make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) uses the following expository routines

      ♦ introduces the presentation effectively

      ♦ logically sequences the presentation to make it easier to understand

      ♦ concludes the presentation effectively

      ♦ organises the time available well

      ♦ specifically describes and explains the subject in detail, as well as comparing it to similar subjects/concepts/theories

      ♦ explains the facts

      ♦ refers to the research he/she carried out to investigate the topic

   b) uses the following evaluative routines

      ♦ draws a conclusion and explains the conclusion

   c) facilitates the listeners' comprehension in the following ways

      ♦ provides thinking time for the listeners

      ♦ speaks clearly, with appropriate volume and with expression

      ♦ uses non-verbal communication effectively - eye contact, body language and visual aids

d) adapts the presentation to clarify meaning to listeners

- repeats, rephrases and simplifies information to meet the needs of the audience
- summarises information

5. The Listener's Role in a Monologue - As a listener, the student

a) constructs the main idea of the presentation and distinguishes it from supporting details; records notes

b) when the speech is over, asks appropriate and relevant questions

Conditions - The student speaks for five minutes in front of an audience who could be unknown to the speaker

Examples of Oracy Tasks

a) give a planned presentation to your class outlining research you have been conducting, use specialist language, present formally, regularly acknowledge the listeners' needs, when the presentation is over, ask for questions from the audience

Element 3.4 Oracy for Public Debate

1. Subject Matter - The student

a. works towards resolving a specific social issue of public concern (exploratory episode); or

b. argues a point of view and presents evidence on this issue

2. Tone - The student

- avoids generalisations and expresses qualifications

3. Language Used - The student

a) defines and uses technical and specialist terms

b) uses linking words like "besides", "because", "when"

c) uses pronunciation and grammar which rarely make demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

a) uses the following interactional routines

- maintains a turn for an appropriate and effective period of time
- allows others to speak at appropriate times

b) influences the direction of the debate

c) uses the following expository routines

- introduces the discussion appropriately
- logically sequences the discussion to make it easier to understand
- concludes the discussion appropriately
- manages the time available well
- specifically describes and explains the issue in detail, as well as comparing it to similar issues
- refers to the research he/she carried out to investigate the issue

d) uses the following evaluative routines

- draws a conclusion and explains the conclusion

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

a) signals to ask a question at an appropriate time

b) asks appropriate questions during the discussion

Conditions - The student

- discusses an issue with a number of participants

Examples of Oracy Tasks

a) discuss current political or social issues in a group discussion; avoid generalisations and express the possible solutions that the group agrees on

b) ring a talk-back radio program and state the pros and cons on a particular issue

A Guide to Speaking and Listening in Four Different Styles - Exit Level Four

Element 4.1 Oracy for Self-Expression (social interaction)

1. Subject Matter - The student

   a) participates in a relatively structured, socially and culturally acceptable conversation (social episode) covering a wide range of topics, ideas and experiences; or

   b) relates a story or short, informal speech (anecdotal episode) covering a wide range of topics, ideas and experiences in order to put an audience at ease, to entertain, make someone feel welcome, praise someone or some group, thank someone or some group, etc.

2. Tone - The student

   ♦ speaks to convey a range of values and perspectives presented objectively

3. Language Used - The student's

   ♦ pronunciation and grammar make no demands on the listeners

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) uses interactional routines as follows

      ♦ demonstrates polished and confident use of opening, and closing routines

      ♦ maintains a turn for a socially acceptable and appropriate period of time

      ♦ allows others to speak at appropriate times

   b) chooses and changes topics at appropriate times and with ease (in conversations)

   c) supports the listener in the following ways

      ♦ indicates friendliness

      ♦ encourages and acknowledges opinions, information, or feelings from participants

      ♦ adapts the conversation appropriately to meet the points made by other participants

      ♦ acknowledges that other participants may have different expectations of the exchange

      ♦ speaks clearly and with expression

      ♦ makes eye contact and effectively uses appropriate body language

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

   a) effectively checks understanding with the speaker, questions and then restates his/her interpretation whenever necessary

   b) consistently provides appropriate reactions, through questions, statements, and body language, to speaker's statements and intents

Conditions - The student

   a) speaks to one other participant

   b) speaks to unknown people or those who are in authoritative roles or positions of higher status

   c) takes a main role, takes many turns as speaker

Examples of Oracy Tasks

   a) talk to your boss about recent news stories and acknowledge each other's perspectives

   b) talk to the Governor about financial matters, referring to a range of perspectives, at a formal reception

   c) welcome a large audience before introducing a famous guest speaker at a formal dinner (anecdotal episode)

Element 4.2 Oracy for Practical Purposes

1. Subject Matter - Functional Forms of Communication - The student

   a) instructs others how to carry out an unfamiliar procedure or one with theoretical content while demonstrating the procedure and responding to listeners' requests for clarification (a support episode - a relatively unstructured monologue); or

   b) receives and provides information in a request for a service (a service episode - a relatively structured dialogue)

2. Tone - The student

   - speaks formally as a specialist

3. Language Used - The student

   a) defines and uses precise, detailed technical and specialist terms

   b) uses pronunciation and grammar which make no demands on the listener

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

a) supports the listener in the following ways

- encourages and acknowledges questions, opinions or information from participants
- effectively adapts the demonstration to effectively answer these questions and meet these points
- understands that other participants may have different expectations of the demonstration
- speaks clearly, with appropriate volume, and with expression
- makes eye contact and effectively uses appropriate body language

b) uses the following expository routines

- introduces the demonstration effectively
- logically sequences the demonstration to make it easier to understand
- concludes the demonstration effectively
- effectively organises the time available
- provides a commentary to accompany the clearly defined instructions which links his/her knowledge and personal experience in this area
- explores possible contingencies and explains, without ambiguity, how the process would have to be adapted to meet these conditions

c) facilitates the listeners' comprehension

- provides thinking time for the listener e.g. fillers, pauses, etc.

d) adapts the demonstration to clarify the meaning for listeners

- repeats, rephrases and simplifies, as appropriate, for the particular audience
- summarises steps in the procedure after demonstrating them
- expands by giving examples and analogies

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

- effectively checks understanding with the speaker, questions and then restates his/her interpretation, whenever necessary
- consistently provides appropriate reactions, through questions, statements, and body language, to speaker's statements and intents

Conditions

- a) speaks to numerous participants
- b) speaks to participants who may be unknown
- c) takes many turns
- d) speaks where the context offers only minimal support

Examples of Oracy Tasks

- a) instruct a large group of people, who may not be known to you or to each other, in First Aid procedures
- b) instruct a group in a specialist area of cooking, using specialist language; provide a commentary as well as instructions; respond appropriately to questions from the audience
- c) participate in a structured job interview

Element 4.3 Oracy for Knowledge

1. Subject Matter - The student
   - a. informs an audience by presenting either a planned, structured report or a relatively structured report at short notice, and
   - b. deals with a topic in considerable breadth and range, and
   - c. adapts the presentation to meet the needs of a particular audience.
2. Tone - The student
   - ♦ speaks in a conditional, objective tone demonstrating a critical relationship with subject matter
3. Language Used - The student
   - a) defines and uses precise, detailed technical and specialist terms
   - b) uses complex linking devices
   - c) uses pronunciation and grammar which do not make demands on the listener
4. The Speaker's Role in the Structure and Organisation - As a speaker, the student
   - a) uses the following expository routines
     - ♦ introduces the presentation effectively
     - ♦ logically sequences the presentation to make it easier to understand
     - ♦ concludes the presentation effectively

- effectively organises the time available
- provides very detailed information, without ambiguity
- refers to the research he/she carried out to investigate the topic

b) uses the following evaluative routines

- reaches a conclusion and explains it
- justifies this conclusion
- predicts future developments

c) facilitates the listeners' comprehension in the following ways

- provides thinking time for the listeners
- speaks clearly with appropriate expression, volume and speed
- continually uses non-verbal communication effectively - eye contact, body language and visual aids

d) adapts the presentation to clarify meaning to listeners

- repeats, rephrases and simplifies information when necessary
- summarises information
- gives examples and analogies

5. The Listener's Role in a Monologue - As a listener, the student

a) constructs the main idea of the presentation and distinguishes it from supporting details, and records notes

b) when the speech is over, asks appropriate, succinct and probing questions

Conditions - The student speaks for over five minutes to a large audience who may be unknown to the speaker

Examples of Oracy Tasks

a. present a planned and researched report to a large audience; taking over five minutes; in tune with, and focusing on your listeners' needs

b. speak on behalf of your class at a teacher-student meeting (at short notice)

c. present a report to the head of the Language Department outlining a particular problem e.g. lack of car parking spaces for the disabled, need for additional lighting in the car park, etc.; give detailed information; refer to investigations carried out; justify the conclusions reached

Element 4.4 Oracy for Public Debate

1. Subject Matter - The student

   a. works towards resolving a specific, complex, controversial issue of public concern (exploratory episode); or

   b. presents opposing points of view and evidence plus one's own qualified opinion

2. Tone - The student

   - speaks in an objective, analytical tone

3. Language Used - The student

   a) defines and uses precise, detailed technical and specialist terms

   b) the speaker uses complex linking devices

   c) makes no demands on the listener due to his/her pronunciation and grammar

4. The Speaker's Role in the Structure and Organisation - As a speaker, the student

   a) uses the following interactional routines

      - maintains a turn for an appropriate and effective period of time
      - allows others to speak at appropriate times

   b) has control over the direction of the debate

   c) uses the following expository routines

      - introduces the discussion effectively
      - logically sequences the discussion to make it easier to understand
      - concludes the discussion effectively
      - effectively manages the time available and effectively paces the discussion
      - provides a very detailed description of the issue, without ambiguity
      - states a position on an issue and compares alternative positions and their characteristics
      - refers to statistics he/she has investigated

   d) uses the following evaluative routines

      - draws a conclusion and explains it
      - justifies this conclusion
      - predicts future developments

5. The Listener's Role in Providing Feedback to the Speaker - As a listener, the student

   a) effectively checks understanding with the speaker, questions and then restates his/her interpretation, whenever necessary

   b) consistently provides appropriate reactions, through questions, statements, prompts and body language, to speaker's statements and intents

Conditions - The student

- speaks to numerous participants who may be unknown to the speaker

Examples of Oracy Tasks

Assess by role play, or by defining a problem and working towards a solution in class discussions or debates

a. have an informal debate over controversial issues in front of an audience; analyse alternative evidence and qualify your opinions; demonstrate turn taking

Other suggestions for possible tasks in Public Debate - levels range from one to four

a. brain-storm with the family about where to go on a family holiday

b. discuss whether to replace a fence with your neighbour

c. deal with a parking inspector, when the No Parking sign was obscured by a tree

d. query Telecom over the long-distance phone calls on a phone bill

e. exchange names and addresses after being involved in a car accident, where each party thinks the other party is to blame

f. participate in a relatively unstructured job interview where there is time for both parties to ask questions

g. give evidence as a witness in a court custody case

h. have an interview for a taxi driver's licence, including choosing the best routes between various locations

i. deal with a visiting health inspector when you are a cook in a restaurant

j. participate in a debate over political issues: Should hanging be reintroduced? Should more money be spent on rehabilitation for prisoners?

k. raise a health and safety issue with your union representative

l. appear at a magistrate's court after your licence has been suspended, to explain how you have reformed your previous drinking practices

m. negotiate your pay package at an annual work performance review

n. lead a discussion in a small interest group

o. chair a meeting

p. make a complaint at the Small Claims Tribunal

q. negotiate at the Residential Tenancies Board to get your bond back after vacating a rental property

r. while exploring the pros and cons of a particular occupation, tape interviews with various people working in that field to assess their job satisfaction

s. carry out interviews on recreational activities within your local community and produce an audio or video tape recording; list the pros and cons of each activity

All Elements - Listening Skills - Assessed by the teacher

a. observe the student's oral responses to a presentation, video or tape recording - and the student's formulation of appropriate questions and comments

b. observe the role taken by a student in a conversation, demonstration, discussion or interview

c. observe a student's behaviour after listening - e.g. how well a student carries out a task after listening to instructions, or how well a student evaluates and extracts information from another student's presentation or demonstration

5. AN EXAMPLE OF HOW TO RECORD ASSESSMENT FOR THE CERTIFICATE of GENERAL EDUCATION for ADULTS

The following is a description of one way to set up a folio system for assessment in each of the following areas:

- Reading and Writing
- Numerical and Mathematical Concepts
- Oral Communications

1. Each student should have a list of successfully completed assessment tasks stapled inside his/her folio cover. This list assigns a number to each assessment task.

2. Successfully completed individual assessment tasks are contained in students' assessment folios. Each assessment task has a cover sheet stapled to it. The cover sheet contains the teacher's comments. The assessment task number on the cover sheet corresponds to the assessment task number on the list inside the front cover of the folio.

The Teacher's Record of Student's Work that meets Competency Requirements is the record sheet where the teacher records the task which demonstrated the student's competence in a particular element of a particulare module (Reading/Writing, Oral Communications, Numerical and Mathematical Concepts and General Curriculum Options). See page 182.

(SAMPLE)

Certificates of General Education for Adults

Teacher's Record of Student's Work that Meets Competency Reqirements

Student's Name: .... Class .... Semester .... Year ....

Date the element when you observe it has been completed. Next to the date record the **task number** corresponding to the task number of work stored in folio.

READING AND WRITING MODULE

LEVEL ____________

Writing

1. Self Exp. __________ __________
2. Prac. Purp. __________ __________
3. Knowledge __________ __________
4. Pub. Debate __________ __________

Reading

5. Self Exp. __________ __________
6. Prac. Purp. __________ __________
7. Knowledge __________ __________
8. Pub. Debate __________ __________

ORAL COMMUNICATION MODULE

LEVEL ____________

1. Self Exp. __________ __________
2. Prac. Purp. __________ __________
3. Knowledge __________ __________
4. Pub. Debate __________ __________

GENERAL CURRICULUM OPTION MODULE

LEVEL ____________
(Choose at least 3 elements)

NUMERICAL AND MATHEMATICAL CONCEPTS MODULE

LEVEL ____________

1. Data ____
2. Relation ____
3. Number ____
4. Measurement ____
5. Shape ____

Sample Record Keeping Forms for Reading/Writing Assessment Folios for CGEA for Adults

Reading/Writing Folios contain the following:

1. *A List of Completed Assessment Tasks* inside the front cover of the folio - a numbered list of the student's reading/writing assessment tasks contained in the folio

2. First draft submitted and revised draft submitted of selected reading/writing assessment tasks - with a *Cover Sheet for Assessment Task* - contains the teacher's comments regarding the work and the assessment task number corresponding to the number on the *List of Completed Assessment Tasks*

   The teacher is to choose a condition to impose on the assessment task out of:

   individual assisted product
   individual independent product
   peer group product

   These categories are to encourage students to develop different strategies in which to approach a task.

   For example, the student will

   - seek assistance to gauge reactions and make improvements in his/her work, or

   - work independently, or

   - work in teams and produce collaborative work.

   The teacher will set some work in class and designate it to be done independently under supervised conditions. (Normally only independent work will be used for moderation purposes.)

   The teacher will also comment on type of assistance required and the extent of that assistance. Students are encouraged to self-correct their work. (see page 202 — Revising a First Draft.)

   Normally teachers will request work to be resubmitted once improvements have been made, but in some circumstances assessment will be made on the first draft submitted.

(SAMPLE)

READING/WRITING FOLIO

List of Completed Assessment Tasks

Student to Complete

Name .... Class ....

Teacher/s .... Semester .... Year ....

No. ....

Title of Student's Writing ....

This task has been set at Level ____
Highlight the element/s below which is/are being assessed in this task

Reading for: Self-Expression / Practical Purposes / Knowledge / Public Debate
Writing for: Self-Expression / Practical Purposes / Knowledge / Public Debate

No. ....

Title of Student's Writing ....

This task has been set at Level ____
Highlight the element/s below which is/are being assessed in this task

Reading for: Self-Expression / Practical Purposes / Knowledge / Public Debate
Writing for: Self-Expression / Practical Purposes / Knowledge / Public Debate

No. ....

Title of Student's Writing ....

This task has been set at Level ____
Highlight the element/s below which is/are being assessed in this task

Reading for: Self-Expression / Practical Purposes / Knowledge / Public Debate
Writing for: Self-Expression / Practical Purposes / Knowledge / Public Debate

No. ....

Title of Student's Writing ....

This task has been set at Level ____
Highlight the element/s below which is/are being assessed in this task

Reading for: Self-Expression / Practical Purposes / Knowledge / Public Debate
Writing for: Self-Expression / Practical Purposes / Knowledge / Public Debate

(SAMPLE)

Student to complete

Task Number .... COVER SHEET for **WRITING**

Name .... Teacher .... Class ....

Title of Student's Writing ....

Description of the Task set at Level ________

....

....

Choose the element/s below which is/are being assessed in this task and the conditions set:
Writing for: Self-Expression / Practical Purposes / Knowledge / Public Debate

Conditions: *individual assisted product / individual independent product / group product*

Teacher to complete First Draft Submitted – Date ....

Teacher's comments on student's writing:

1. Subject Matter ....
2. Tone ....
3. Language Used ....
4. Structure and Organisation ....
5. Spelling ....
6. Grammar ....

Other Comments ....

Signature of teacher ....

Teacher's comments Final Draft Submitted – Date ....

This task demonstrates competence of Element/s ____________ in the Reading and Writing Module.

Signature of teacher ....

(SAMPLE)

Student to complete

Task Number .... COVER SHEET for **READING RESPONSE**

Name ....Teacher .... Class ....

Text read by student:

Title .... Author/Source ....

Description of Task set at Level ___________

....

....

Choose the element/s below which is/are being assessed in this task and the conditions set:
Reading for: Self-Expression / Practical Purposes / Knowledge/ Public Debate

Conditions: individual assisted product / individual independent product / group product

Teacher to complete First Draft Submitted – Date ....

Teacher's comments on student's writing:

1. Understanding the Reading ....

2. Understanding the Language Used ....

3. Identifying the Structure and Organisation ....

4. Applying the Reading ....

5. Giving an Opinion ....

Other Comments ....

Signature of teacher ....

Teacher's comments Final Draft Submitted – Date ....

This task demonstrates competence of Element/s _____________ in the Reading and Writing Module.

Signature of teacher ....

Sample Record Keeping Forms for Maths Folios for CGE for Adults

Maths Folios contain the following:

1. List of Completed Assessment Tasks on inside cover of the folio - a numbered list of the student's maths assessment tasks contained in the folio

2. Maths Assessment Tasks completed by students (Type A for Levels One and Two and Type B for Levels Three and Four)

3. Cover Sheet for Assessment Task – students will complete the top part and the teacher will add assessment and comments

   The assessment task number on the Cover Sheet corresponds to the number on the List of Completed Assessment Tasks

   See page 183 for an explanation of the terms:

   individual assisted product
   individual independent product
   peer group product

(SAMPLE)

MATHS FOLIO

List of Completed Assessment Tasks

Student to complete

Name .... Class ....

Teacher/s .... Semester .... Year ....

No. .... Title of Task ....

This task has been set at Level _____

Highlight the element/s below which is/are being assessed in this task

Data, Number, Relation/Pattern, Measurement, Shape/Space

No. .... Title of Task ....

This task has been set at Level _____

Highlight the element/s below which is/are being assessed in this task

Data, Number, Relation/Pattern, Measurement, Shape/Space

No. .... Title of Task ....

This task has been set at Level _____

Highlight the element/s below which is/are being assessed in this task

Data, Number, Relation/Pattern, Measurement, Shape/Space

No. .... Title of Task ....

This task has been set at Level _____

Highlight the element/s below which is/are being assessed in this task

Data, Number, Relation/Pattern, Measurement, Shape/Space

Students to complete

(SAMPLE)

MATHS FOLIO *Type A*

Maths Assessment Task Number .... **Steps in Problem Solving**

Name .... Level .... Teacher .... Date ....

(Students are to do numbers 1-6 on this sheet. Students should answer all numbers 7-10 on a separate sheet which should be attached.)

1. Task: ....

....

....

2. The information I have about the task (you may draw a diagram to make it easier to understand):

3. What I need to find out and how I plan to work it out:

4. What I guess the results will be:

5. I used a calculator .... I didn't use a calculator ....

6. Skills I have used in doing this problem (tick the areas you covered in this problem):

☐ adding ☐ subtracting ☐ multiplying ☐ dividing

☐ whole numbers ☐ decimals ☐ fractions ☐ percentages

☐ using a calculator ☐ using tables ☐ using graphs ☐ drawing graphs

☐ measuring ☐ using maps or directions

7. My working out:

8. How close is my guess and my worked-out solution?

9. What my results are and what they mean to me (may include charts and graphs):

10. A problem like this one that I have met in a situation outside the class:

Students to complete

(SAMPLE)

MATHS FOLIO *Type B*

Maths Assessment Task Number .... **Steps in Problem Solving**

Name .... Level .... Teacher .... Date ....

(Students are to do numbers 1-6 on this sheet. Students should answer numbers 7-11 on a separate sheet which should be attached.)

1. Task: ....

....

....

2. Aim of the Task:

3. Information Needed to Solve this Problem:

4. Proposed Method:

5. Estimation/Prediction of Results:

6. Skills I have used in doing this problem (tick the areas you covered in this work)

☐ addition ☐ subtraction ☐ multiplication ☐ division

☐ decimals ☐ fractions ☐ % ☐ indices

☐ positive and negative numbers ☐ calculator skills ☐ equations

☐ formulae ☐ graphs ☐ metric system

☐ plans or diagrams ☐ geometry ☐ using shapes

☐ using mathematical language

7. Calculations: (including any formula you used or invented)

8. Comparison of Predicted Results to Calculated Results: (If far out, give possible reasons.)

9. Results and Explanation of Results (including charts and graphs, mathematical language and symbols):

10. Another problem like this one, in a situation outside the class:

11. Conclusions:

(SAMPLE)

Student to complete

Task Number .... COVER SHEET for **MATHS**

Name .... Teacher .... Class ....

Title of Task ....

Description of Task set at Level ________

....

....

Choose the element/s below which is/are being assessed in this task and the conditions set:

Data / Relation and Pattern / Number / Measurement / Shape-Space

Conditions: *individual assisted product / individual independent product / group product*

Teacher to complete First Draft Submitted - Date........................

Teacher's comments

Signature of teacher ....

Final Draft Submitted - Date........................

Teacher's comments

This task demonstrates competence of Element/s .... in the Maths Module.

Signature of teacher ....

Sample Record Keeping Forms for Oracy Folios for CGE for Adults

Oracy Folio contains the following:

1. *List of Completed Assessment Tasks* - on the inside cover of the folio - a numbered list of the student's oracy assessment tasks contained in the folio

2. *Cover Sheets for Assessment Tasks* for each completed oracy assessment task with an assessment checklist

   The items on the assessment checklist are from the performance criteria as outlined by the CGE for Adults. However, the order of these items corresponds to the order in which a student would carry out the assessment and not to the order in the CGE for Adults.

   The Cover Sheets for Self-Expression (conversations) and for Public Debate (discussions) are designed to be filled in periodically throughout the course as the teacher reflects on numerous conversations and discussions the student has participated in. The Cover Sheets for Practical Purposes (demonstrations/exchanges) and for Knowledge (presentations) are designed to be filled in after a student completes a demonstration/exchange or a presentation.

   The Cover Sheets with the checklists are to give feedback to students at Levels Two, Three and Four. For students at Level One, it would be more appropriate to write just a comment and not use the checklist.

   The assessment task number on the *Cover Sheet* corresponds to the number on the *List of Completed Assessment Tasks.*

(SAMPLE)

ORACY FOLIO

List of Completed Assessment Tasks

Name .... Class ....

Teacher/s .... Semester .... Year ....

No. .... Date ....

Title of Oracy Task ....

This task has been set at Level _____
Highlight the element/s below which is/are being assessed in this task

Oracy for: *Self-Expression,* *Practical Purposes,* *Knowledge,* *Public Debate*

No. .... Date ....

Title of Oracy Task ....

This task has been set at Level _____
Highlight the element/s below which is/are being assessed in this task

Oracy for: *Self-Expression,* *Practical Purposes,* *Knowledge,* *Public Debate*

No. .... Date ....

Title of Oracy Task ....

This task has been set at Level _____
Highlight the element/s below which is/are being assessed in this task

Oracy for: *Self-Expression,* *Practical Purposes,* *Knowledge,* *Public Debate*

No. .... Date ....

Title of Oracy Task ....

This task has been set at Level _____
Highlight the element/s below which is/are being assessed in this task

Oracy for: *Self-Expression,* *Practical Purposes,* *Knowledge,* *Public Debate*

(SAMPLE)

Student to complete

Task Number ....

COVER SHEET for **ORACY — SELF-EXPRESSION**

Name ....Teacher ....

Class ....Dates from..................... to ....

Descriptions of Tasks – participation in conversations with an awareness of social and cultural norms

Tasks ....

....

Teacher to make comments. The student:

1. opens and closes conversations

....

2. maintains turns for appropriate periods of time

....

3. allows others to speak

....

4. changes to appropriate subjects at appropriate times

....

5. is friendly

....

6. speaks clearly

....

7. makes eye contact

....

8. checks to see if listeners understand and checks to identify common ground

....

9. asks for and encourages opinions and information from the listeners

....

10. recognises points of view expressed by others and responds appropriately

....

11. pronounces and uses language in a way that does not interfere with the message

....

12. as the listener, asks questions and contributes information and opinions to conversations

....

This task demonstrates competency of Oracy for Self-Expression at Level ....

Signature of teacher ....

(SAMPLE)

Student to complete

Task Number ....

COVER SHEET for **ORACY — PRACTICAL PURPOSES**

Name .... Teacher ....

Class .... Date .... Time Limit ....

Description of the Task – imparting practical information in a demonstration; or seeking practical information in an exchange

Task ....

Teacher to make comments. The student:

1. introduces the demonstration/exchange – states purpose and gives overview

....

2. describes the procedure in sufficient detail, defining technical terms

....

3. explains and gives reasons

....

4. logically orders the demonstration/exchange

....

5. checks to see if listeners understand and checks for listeners' prior experience with the procedure

....

6. repeats and summarises information to help listeners' understanding

....

7. organises time

....

8. encourages questions, opinions, information and/or feelings from listeners and responds fully

....

9. speaks clearly with expression and with appropriate volume and speed

....

10. makes eye contact (when appropriate)

....

11. uses concrete materials and visual aids (when appropriate)

....

12. pronounces and uses language in a way that does not interfere with the message

....

13. as a listener, asks questions and contributes information and opinions

....

This task demonstrates competency of Oracy for Practical Purposes at Level ....

Signature of teacher ....

(SAMPLE)

Student to complete

Task Number .... COVER SHEET for **ORACY — KNOWLEDGE**

Name .... Teacher ....

Class .... Date .... Time Limit ....

Description of the Task – a formal presentation of a planned structured report

Task ....

....

Teacher to make comments. The student:

1. introduces presentation – states purpose and gives overview

....

2. describes topic in sufficient detail, defining technical terms

....

3. explains and gives reasons

....

4. logically orders the presentation

....

5. reaches a conclusion and justifies it

....

6. gives examples and makes comparisons

....

7. repeats and/or summarises information to help audience understand

....

8. ends the presentation appropriately, and responds to questions from the audience

....

9. speaks clearly with expression and with appropriate volume and speed

....

10. makes eye contact with audience, uses notes for prompts (not reading a report word for word)

....

11. uses visual aids to support presentation

....

12. speaks for the time limit

....

13. pronounces and uses language in a way that does not interfere with the message

....

14. as the listener in the audience, formulates questions and comments to make after the presentation

....

This task demonstrates competency of Oracy for Knowledge at Level ....

Signature of teacher ....

(SAMPLE)

Student to complete

Task Number .... COVER SHEET for **ORACY— PUBLIC DEBATE**

Name .... Teacher ....

Class .... Dates from.................. to ....

Descriptions Tasks – group discussions analysing issues and working towards solutions

Tasks ....

....

Teacher to make comments. The student:

1. defines and describes issues, using appropriate terms

....

2. states positions on issues and expresses these objectively

....

3. gives reasons to justify positions stated

....

4. logically orders discussions

....

5. compares alternative positions

....

6. summarises points made in discussions

....

7. checks understanding with others

....

8. recognises points of view expressed by others and responds appropriately

....

9. recognises the right moments to speak, signals requests for turns

....

10. recognises others' signals to speak and allows others to have turns

....

11. influences the direction of the discussions (from little influence to acts as a spokesperson for a group)

....

12. manages the time available

....

13. pronounces and uses language in a way that does not interfere with the message

....

14. as the listener, asks relevant questions in an attempt to find solutions

....

This task demonstrates competency of Oracy for Public Debate at Level ....

Signature of teacher ....

6. OTHER WAYS OF RECORDING ASSESSMENT

a. Student Self-assessment

- ♦ *Student Self-Assessment Form* - for individual students and groups of students
- ♦ *Writing – Revising a First Draft* - for individual student at Levels Two, Three or Four
- ♦ *Student's Self-Assessment Sheet: Reading and Writing Skills* - written for students to help them understand the work and to recognise their progress

b. *Teacher Observations - Check List*

c. Goal setting

d. Negotiated learning agreements - contracts

e. Reflective work journals

I have learnt .....

Now I can use this when .....

Things I need to go over again .....

How I felt about today's work .....

f. Private dialogue journals - letters between teacher / tutor and student for sharing and supporting

g. Interviews between an individual student and teacher - both on-going and exit

h. Contributions to student magazines

i. Student profiles

The above list gives some examples of various assessment practices. The names of forms that are in italics are included in this kit.

Student Self-Assessment Form

Self-assessment is a valuable technique for encouraging students to be more reflective about their learning, and consequently, to be able to learn more effectively.

Self-assessment can be carried out in one-to-one interviews between a teacher and student or through completion of self-assessment forms at appropriate points in the learning process.

Self-assessment can be an important step in developing students' independence and sense of responsibility.

The main purpose of the Self-Assessment Sheets for Exit Level One and Exit Level Two (pages 203-206) is to clearly and simply explain the requirements of these two levels in language appropriate for students.

At Levels Three and Four, students should be given photocopied sheets from this guide at the appropriate level in Reading, Writing, Maths and Oracy. It is very important that students understand the assessment requirements of the CGE for Adults.

(SAMPLE)

STUDENT'S SELF-ASSESSMENT FORM

Name .... Class .... Date ....

Please complete these sentences.

1. I have learned ....

....

....

2. I have improved my ....

....

....

3. I can now ....

....

....

4. I would like to do more work on ....

....

....

5. The activities I have found the most helpful are ....

....

....

6. I think I would have made more progress if ....

....

....

(SAMPLE)

Writing – Revising a First Draft — Form for Students to Use

Name .... Date ....

Title of piece of writing ....

Task – What have I been asked to write? ....

....

Type of writing ....

Questions for students to answer when revising a first draft.
First read your piece of writing out loud to yourself, or to a friend.
Then answer these questions.

1. What is the main purpose of this piece of writing? ....
   ....
2. Does it say what I want it to say? ....
3. Are my ideas presented in the best order? ....
4. Do I think the meaning will be clear to other readers? ....
5. What message am I trying to give to other readers? ....
   ....
6. What effect do I want this writing to have on the readers? ....
7. Should I add anything? ....
8. Should I take anything out? ....
9. Am I happy with:
   the title – Does it fit the piece? Does it sound interesting? ....
   the beginning – Does it introduce the piece? ....
   the end – Does it finish off the piece of writing? ....
10. Are there any improvements to be made? ....
   ....
   ....

Questions for students to answer when proof-reading a first draft.
Answer after completing the above questions.

1. Are the sentences linked in a logical way? ....
2. Does each paragraph have one main idea? ....
3. Are the paragraphs linked in a logical way? ....
4. Do I vary the length of the sentences enough? ....
5. Am I happy with my choice of words? ....
6. Am I too wordy at times? ....
7. Have I checked the grammar? ....
8. Have I checked the punctuation? ....
9. Have I checked the spelling of any words that I am not sure of? ....
10. Is this a piece I would like to prepare for publishing in the student magazine? ....

Discuss these editing questions with someone who will help you edit your work.

(SAMPLE)

Student's Self-Assessment Sheet

Reading and Writing Skills - Exit Level One

Name .... Class .... Teacher/s ....

This form should be used to review a student's progress in reading and writing.The student and teacher should read and fill-in this form together. Its purpose is to help students identify the skills they have used in their reading and writing.

I can do the following:

____ 1. write all the letters of the alphabet

____ 2. read the sounds of all the letters of the alphabet

____ 3. use both capital and small letters correctly

____ 4. know what letters are vowels and which ones are consonants

____ 5. recognise simple spelling patterns

____ 6. use the basic method of - LOOK, SAY, COVER, WRITE, CHECK - when learning to spell words

____ 7. write spelling words in a personal spelling book

____ 8. use the following

________ a. nouns - singular and plural

________ b. pronouns - I thought, he felt, she imagined, we agreed, they decided
asked me, encouraged him, helped her, took us, forgave them

________ c. verbs - simple past, present and future time

When reading, I can do the following:

1. Reading Skills

____ a) guess what an unknown word means by understanding what the sentence is about

____ b) use what I already know about a subject to guess unknown words

____ c) break words into syllables

____ d) recognise word families - a base word, and different endings and beginnings which go with it

____ e) sound out words

____ f) use a dictionary and with help, explain the meaning of any unknown words

2. Understanding what the reading is about

____ a) before reading, use headings, photographs and pictures to guess what a text is about

b) after reading

_____ retell what the text is generally about

_____ give details from a text about the people (who), the setting (where and when), events (what happened), and information (how and why)

_____ link the story to what I already know about the subject

3. Giving an opinion

____ a) give an opinion about how the text is presented

____ b) give an opinion about the content of the text

____ c) give the main point of view the author presents

____ 4. read about different topics

____ 5. use a dictionary, a thesaurus, telephone directory and Melways

When writing, I can do the following:

____ 1. write in handwriting that is easy to read

____ 2. fill in simple forms

____ 3. write in sentences and use capital letters, full stops and question marks

____ 4. write my ideas in a logical order and use linking words - and, then, etc.

____ 5. recognise sentence structure - subject, verb, indirect and direct object

6. write in four different styles for different purposes

________ a. personal writing - a story about an idea or experience I know

________ b. practical writing - step-by-step directions for a procedure I know

________ c. factual writing - facts about a chosen topic written in everyday language

________ d. writing for public debate - an opinion about a familiar topic of public concern

____ 7. write at least two sentences in each of the above styles

____ 8. put samples of my writing in my folio, both my first draft and my revised draft

____ 9. give my work a title and date it

(SAMPLE)

Student's Self-Assessment Sheet

Reading and Writing Skills - Exit Level Two

Name .... Class .... Teacher ....

This form should be used to review a student's progress in reading and writing. The student and teacher should read and fill-in this form together. Its purpose is to help students identify the skills they have used in their reading and writing.

I can do the following:

____ 1. write all the letters of the alphabet, both upper and lower case
____ 2. read the sounds for all the letters, both vowels and consonants
____ 3. sound out short words that I don't recognise
____ 4. break longer words into syllables
____ 5. recognise simple spelling patterns
____ 6. use the "Look, Say, Cover, Write, Check" method when learning to spell words
____ 7. keep a personal spelling book in which I record spelling words I want to learn collected from my writing
____ 8. use the language of writers: words, sentences and paragraphs
____ 9. use a dictionary, a telephone directory and Melways
____ 10. use a simple thesaurus
____ 11. use an encyclopaedia, an atlas and other reference material from the library
____ 12. borrow books, magazines and tapes from the library

When reading, I can do the following:

____ 1. guess what the reading is about and what its purpose is before I begin reading by looking at the illustrations and graphics, and reading the headings, introduction and conclusion
____ 2. guess what an unknown word means by understanding what the sentence is about and from what I already know about the subject
____ 3. know that I learn by understanding the mistakes I make
____ 4. link what I read to my experiences and my knowledge of a subject
____ 5. pick out the main points in a reading and record them (notes, time-lines or mind maps)
____ 6. retell a story in my own words in logical order and give a summary
____ 7. give details about people (who), settings (when, where), events (what happened) and information (how, why)
____ 8. give the main point of view of the author and discover the author's "hidden" meaning
____ 9. give my opinion on what I have read and assess its effectiveness
____ 10. read signs, pictures, graphs, charts, maps, cartoons, recipes and instructions, as well as articles, stories, letters, books, etc.

____ 11. read newspapers, magazines and books on a variety of topics

____ 12. scan a piece of writing to find specific details

When writing, I can do the following:

____ 1. write or print clearly
____ 2. fill in simple forms
____ 3. write in sentences and use capital letters, full stops, exclamations and question marks
____ 4. recognise sentence structure - subject, verb, indirect and direct object
____ 5. write a paragraph with one main idea
____ 6. write summaries of things that I have read
____ 7. organise my writing in a logical way
____ 8. proof-read my first draft to find changes I want to make
____ 9. use capital and small letters correctly
____ 10. use commas to indicate a pause, use inverted commas to indicate direct speech, and use apostrophes to indicate possession or contractions
11. use:
____ a) verbs - simple past, present and future time
____ b) singular and plural nouns
____ c) pronouns I thought, he felt, she imagined, we agreed, they decided, etc.
asked me, encouraged him, helped her, took us, forgave them, etc
mine, his, hers, its, ours, theirs, yours
____ d) linking words - and, first, then, but, because, etc.
____ e) words and phrases to show time (when) or place (where) or method (how)
near_______ , at ______ , by ________, quickly, slowly, etc.
____ f) describing words to give details about people, settings, events, procedures, materials or information
12. write in different styles for different audiences.
____ a) *Personal Writing* - descriptive writing that combines several familiar ideas or experiences into a story
____ b) *Practical Writing* - step-by-step directions written in order
____ c) *Factual Writing* - a number of facts written as if you were a researcher or a reporter in a certain field
____ d) *Writing for Public Debate* - impersonal writing in which you take a stand on an issue of public concern, give at least one reason to support this stand and appeal to the emotions of the reader
____ 13. put samples of my writing in my folio, including my first draft and revised draft
____ 14. write a title for my work and date my work

Teacher Observations – Check List

On-going Assessment of Adult Basic Education Students

Teachers should periodically record their observations of individual students by keeping a sheet on each student. These teacher observations will accompany other forms of ongoing assessment which students keep - working folios, reflective work journals, skills check lists, self-assessment forms, etc. By recording observations, teachers will be able to assess students more accurately and provide feedback to students which will help the students complete self-assessment forms.

It is suggested that teachers make comments on the following :

A. Comments dealing with assessment tasks completed toward credentials in the Certificates of General Education for Adults

B. Learning strategies exhibited by students

C. Attitudes regarding responsibility, independence and self-esteem

D. Group participation, cooperative learning and interpersonal skills

E. Indicators of commitment - attendance, homework, and attitude

F. Statements by students - recorded as quotes

Here are some sample observations which would indicate a student is making progress:

A. Comments dealing with assessment tasks completed toward credentials in the Certificates of General Education for Adults

1. is able to work more accurately and with greater comprehension
2. is able to handle more complex tasks
3. is increasing the amount of literacy/numeracy work (quantity)
4. is able to work more quickly
5. is showing greater sophistication in his/her work - assessment folios, reflective reading journals, pieces for publication, projects, etc.
6. wants to read a variety of texts covering different subjects and genres
7. wants to write for a variety of purposes
8. is transferring newly-learned skills to other contexts - both inside and outside the class

B. Learning strategies exhibited by students

9. is setting increasingly more appropriate, obtainable and specific goals
10. is identifying and acknowledging any difficulties
11. is identifying and acknowledging successes
12. is prepared to share difficulties and ask for help within and outside of class
13. initiates ideas for new work, shows resourcefulness
14. is improving the organisation of his/her assessment folios, reflective reading journals, and spelling lists
15. is able to proof-read, correct and improve his/her own work
16. is able to plan and organise writing better
17. is willing to take calculated risks and learn from mistakes
18. is learning how to access a variety of resources - dictionary, thesaurus, atlas, encyclopaedia, phone directory, etc.
19. is increasing his/her library skills
20. has found a technique to learn spelling words and practices this technique
21. is becoming more aware of specific learning strategies that will best promote his/her learning

C. Students' work routines

22. shows perseverance
23. shows a commitment to work to the best of his/her ability
24. feels more comfortable with literacy/numeracy tasks
25. is willing to attempt more
26. is showing more confidence in general, and in the more specific areas of _______
27. is working more independently, relying less on others for coping with literacy/numeracy tasks
28. is showing an interest in new knowledge and enjoys learning
29. exhibits curiosity about how language and maths work by asking pertinent and probing questions
30. takes responsibility for his/her own learning

D. Group participation, cooperative learning and interpersonal skills

30. is increasing his/her participation in discussions
31. exhibits cooperative learning in small groups
32. helps other students in class

E. Indicators of commitment

34. is on time and attends regularly, phones to leave message if he/she can't attend
35. works outside the class on set homework
36. works outside the class to improve his/her literacy/numeracy skills on self-initiated work

PART FOUR

EXIT ASSESSMENT

1. REPORTING TO DIFFERENT AUDIENCES

Assessment produces results for different audiences for different purposes. A variety of groups have an interest in the results of assessment procedures.

The results of exit assessment procedures enable:

1. Teachers -

    - to plan new curriculum
    - to adapt existing curriculum

2. Students -

    - to have official recognition of their achievements
    - to have feedback from their teachers
    - to establish new goals

3. The Provider -

    - to grant Statements of Attainment and Certificates of General Education for Adults

4. Funding bodies -

    - to decide where to allocate funds

5. Employers or employer groups -

    - to recognise workers' achievements for training purposes

6. Program managers -

    - to trace individual student's outcomes and pathways
    - to analyse data collected on students' outcomes and pathways
    - to decide if a course was successful and to analyse the characteristics of successful courses
    - to plan future courses
    - to decide which particular client groups to target
    - to secure future funding

7. Other Educational Institutions -

    - to recognise credits transferred
    - to select students for courses

(SAMPLE)

Name of Provider .... Class ....

Adult Basic Education Student's End-of-Course Report

CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

Student to complete: Semester .... Year ....

Name of Student .... Student I.D. ....

Address of Student ....

.... Postcode ....

Phone .... (H) .... (W) Date of Birth ....

If registered with CES, office .... Jobseeker Number ....

Modules and Levels enrolled in:

_______ Reading/Writing ______ Oracy ______ Maths ______ General Curriculum Options

Classes were held for .... hours per week for .... weeks.

Date of Student's attendance: from .... to ....

Teacher to complete:

Comment on Student's Attendance Record ....

Levels as described in the Certificates of General Education for Adults – circle results

1. **Reading/Writing Module**
   Work shows competence at beginning/developing/exit Level ....
   End-of-course report is Pass/Not yet competent
2. **Oral Communications Module**
   Work shows competence at beginning/developing/exit Level ....
   End-of-course report is Pass/Not yet competent
3. **Numeracy Module**
   Work shows competence at beginning/developing/exit Level ....
   End-of-course report is Pass/Not yet competent
4. **General Curriculum Options**
   Work shows competence at beginning/developing/exit Level ....
   End-of-course report is Pass/Not yet competent

Where is the student going? Continuing in same ABE Course ....

Another class in ABE .... Further study outside ABE ....

If the student is not continuing with study, please give reason:

Employment	Health Reasons	Moved from the area ....
Child-care problems	Transport Problems	Other ....

Teacher's Comments:

....

....

....

....

....

Teacher's name: .... Teacher's signature ....

Teacher's name: .... Teacher's signature ....

Teacher's name: .... Teacher's signature ....

APPENDICES

APPENDICES

1. The Interim Literacy Course Matrix 1992 and explanation
2. Australian Second Language Proficiency Rating Scale
3. Regional Councils of the Adult, Community and Further Education

APPENDIX 1: The Interim Literacy Course Matrix 1992

The ILCM describes the focus of a particular course as follows:

___ 1. primarily a literacy and numeracy focus, e.g. Adult Basic Education Courses

___ 2. a mixed vocational and literacy/numeracy focus, e.g. programs run through Skill Share, etc.

___ 3. a vocational course with optional literacy support, e.g. Jobtrain programs including Certificates in Occupational Studies, Traineeships, etc.

If a client has not yet achieved competency at Level One or Level Two Reading and Writing Modules, that client's difficulty with literacy and numeracy would be a barrier to vocational training.

The levels referred to in the ILCM are all placement levels. A student completing a Level Two Adult Basic Education course has met the requirements of the Level Two competencies and is ready to be placed in Level Three. Their ILCM rating would be 3.1.

The Interim Literacy Matrix records the next placement level of a student, not the student's exit level.

Interim Literacy Course Matrix

Courses at this level will assist participants to develop skills related to tasks and texts which are:	TAFE and adult community education providers	Labour Market programs (Special Intervention Program)	Labour Market programs (Special Intervention/ JOBTRAIN)
abstract and non-personal in unfamiliar contexts (4)	4.1	4.2	4.3
partly abstract and non-personal in less familiar contexts (3)	3.1	3.2	3.3
personal and concrete but complex and in less familiar contexts (2)	2.1	2.2	2.3
concrete, personal and dependent on familiar contexts (1)	1.1	1.2	1.3
Focus of Courses	Primarily literacy focus (1)	Mixed vocational and literacy focus (2)	Vocational focus and optional literacy support (3)

APPENDIX 2: AUSTRALIAN SECOND LANGAUGE PROFIECIENCY RATING

SPEAKING	LISTENING	WRITING	READING
LEVEL 0 Zero Proficiency Unable to function in the language.	**LEVEL 0** Zero Proficiency Unable to function in the language.	**LEVEL 0** Zero Proficiency Unable to function in the language.	**LEVEL 0** Zero Proficiency Unable to function in the language.
LEVEL 0+ Initial Proficiency Able to operate only in a very limited capacity within very predictable areas of need.	**LEVEL 0+** Initial Proficiency Able to comprehend only a very restricted range of simple utterances within the most prectictable areas of need and only in face-to-face situations with people used to dealing with new arrivals.	**LEVEL 0+** Initial Proficiency Able to write clearly a limited number of words or short formula pertinent to the most predictable areas of need in his/her everyday life.	**LEVEL 0+** Initial Proficiency Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorised in response to immediate needs.
LEVEL 1– Elementary Proficiency Able to satisfy immediate needs using learned utterances.	**LEVEL 1–** Elementary Proficiency Able to comprehend readily only utterances thoroughly familiar to him/her or that are predictable within the areas of his/her immediate survival needs.	**LEVEL 1–** Elementary Proficiency Able to write with reasonable accuracy short words and brief familiar utterances.	**LEVEL 1–** Elementary Proficiency Able to read short simple sentences and short instructions.
LEVEL 1 Minimum Survival Proficiency Able to satisfy basic survival needs and minimum courtesy requirements.	**LEVEL 1** Minimum Survival Proficiency Able to comprehend enough to meet basic survival needs.	**LEVEL 1** Minimum Survival Proficiency Able to satisfy basic survival needs.	**LEVEL 1** Minimum Survival Proficiency Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases and short sentences.
LEVEL 1+ Survival Proficiency Able to satisfy all survival needs and limited social demands.	**LEVEL 1+** Survival Proficiency Able to satisfy all survival needs and limited social demands.	**LEVEL 1+** Survival Proficiency Able to satisfy all survival needs and limited social demands.	**LEVEL 1+** Survival Proficiency Able to read short texts on subjects related to his immediate needs.
LEVEL 2 Minimum Social Proficiency Able to satisfy routine social demands and limited work requirements.	**LEVEL 2** Minimum Social Proficiency Able to understand in routine social situations and limited work situations.	**LEVEL 2** Minimum Social Proficiency Able to satisfy routine social demands and limited work requirements.	**LEVEL 2** Minimum Social Proficiency Able to read simple prose in a form equivalent to typescript or printing, on subjects within a familiar context.

APPENDIX 2 (cont'd): AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATING

SPEAKING	LISTENING	WRITING	READING
LEVEL 3 **Minimum Professional Proficiency** Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical social and vocational topics.	**LEVEL 3** **Minimum Professional Proficiency** Able to comprehend sufficiently, readily able to participate effectively in most formal and informal conversations with native speakers.	**LEVEL 3** **Minimum Professional Proficiency** Able to write with sufficient accuracy in structures and spelling to meet all social demands and basic work needs.	**LEVEL 3** **Minimum Professional Proficiency** Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his/her special field.
LEVEL 4 **Full Professional Proficiency** Able to use the langauge fluently and accurately on all levels normally pertinent to his/her personal, social, academic or vocational needs.	**LEVEL 4** **Full Professional Proficiency** Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to his/her experience.	**LEVEL 4** **Full Professional Proficiency** Able to write fluently and accurately on all levels normally pertinent to his/her personal, social, academic or vocational needs.	**LEVEL 4** **Full Professional Proficiency** Able to read all styles and forms of the language pertinent to his/her personal, social, academic or vocational needs.
LEVEL 5 **Native-Like Proficiency** Speaking proficiency equivalent to that of an educated native speaker.	**LEVEL 5** **Native-Like Proficiency** Listening proficiency equivalent to that of an educated native speaker.	**LEVEL 5** **Native-Like Proficiency** Written proficiency equivalent to that of a native speaker.	**LEVEL 5** **Native-Like Proficiency** Reading proficiency equivalent to that of an educated native speaker.

APPENDIX 3: REGIONAL COUNCILS OF ADULT, COMMUNITY AND FURTHER EDUCATION

METROPOLITAN

1. **Central**
Central Metropolitan Regional Council of ACFE 03 510 1011
568 St Kilda Road, Melbourne 3004 03 510 8859 Fax

2. **Eastern**
Eastern Matropolitan Regional Council of ACFE 03 878 0044
Suite 3, 45 Railway Road, Blackburn 3130 03 894 1759 Fax

3. **Northern**
Northern Metropolitan Regional Council of ACFE 03 434 6455
14 Hopkins Street, Greensborough 3088 03 434 2355 Fax

4. **Southern/Westernport**
Southern/Westernport Regional Council of ACFE 03 781 4822
58-60 Young Street, Frankston 3199 03 783 3366 Fax

5. **Western**
Western Metropolitan Regional Council of ACFE 03 689 7321
PO Box 244, Footscray 3011 03 689 2230 Fax
131 Paisley Street, Footscray 3011

COUNTRY

1. **Barwon/South Western**
Barwon South/Western Regional Council of ACFE 055 72 4488
PO Box 11, Hamilton 3300 055 71 1382 Fax
64 Thompson Street, Hamilton 3300

2. **Central Highlands/Wimmera**
Central Highlands/Wimmera Regional Council of ACFE 053 34 1707
Gillies Street, Ballarat 3350 053 34 2607 Fax

3. **Gippsland**
Gippsland Regional Council of ACFE 051 27 6000
PO Box 923, Moe 3825 041 27 8715 Fax
Kirk Street, Moe 3825

4. **Goulburn/North Eastern**
Goulburn/North Eastern Regional Council of ACFE 057 62 4655
19 Bridge Street, Benalla 3672 057 62 5397 Fax

5. **Loddon/Mallee**
Loddon/Mallee Regional Council of ACFE 054 42 4300
139 Mollison Street, Bendigo 3550 054 42 4913 Fax

6. **Albury/Wodonga**
Albury/Wodonga Regional Council of ACFE 060 24 7333
Continuing Education Centre 060 56 1612 Fax
3 High Street, Wodonga 3960

RECOMMENDED READING

1. *Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework*, Adult, Community and Further Education Board and the State Training Board, Victoria, 1993.

2. *Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*, by Margaret Purdey, Adult, Community and Further Education Board, Victoria, 1992.

3. *Assessor Competency Standards*, Competency Standards Body - Assessors and Workplace Trainers, Vocational Education Employment and Training Advisory Committee, 1993.

4. *Literacy Assessment Tasks For Placement and Referral*, by Debbie Navara, New South Wales Adult Migrant English Service, 1992.

5. *Reading and Writing Assessment Kit: An ESL Assessment Kit for the Classroom*, by Sue Hood and Nicky Solomon, National Curriculum Resource Centre, Adelaide, 1988.

6. *How Well Do You Read? An Informal Reading Inventory For Adults*, by P. Boyle, R. Wilson and S. Leonard, Adelaide College of TAFE, Adelaide, 1986.

7. *Basic Skills Assessment: Materials for Assessing Competence in Basic Skills*, Adult Literacy and Basic Skills Unit, England, 1992.

8. *Assessing Progress: Guidelines and Practical Examples of How to Assess Progress in Adult Basic Education*, Scottish Community Education Council, 1989.

9. *How's Your Maths? Assessment Kit*, Department of Technical and Further Education, Adelaide College of TAFE, Adelaide, 1986.